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ABSTRACT

This master's thesis proposes that students experience optimal learning of a second language in a literature-based curriculum and when multiple methods of teaching are employed. The document includes a statement of the problems and challenges of second language learning, an overview of historical and theoretical aspects of teaching a second language, a review of the literature concerning the use of literature in teaching a second language, an examination of the importance of a multimodal learning environment, and a rationale for using nonfiction literature in a multimodal curriculum. There is also an instructional guide for using "The Incredible Journey of Lewis and Clark" by Rhonda Blumberg in an English-as-a-Second-Language curriculum, including an outline of course goals and objectives and attached lesson plans. Various language assessment tools are found in the appendices, including the Washington State Essential Academic Learning Requirements criteria, writing criteria, basic speaking rubrics, a discussion of minimal marking techniques, a presentation guide, and a multi-trait chart. Contains 62 references. (KFT)

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A LITERATURE-BASED ESL CURRICULUM: THE GREAT LEWIS AND CLARK EXPEDITION

A Thesis

Presented To

Eastern Washington University

Cheney, Washington

In Partial Fulfillment of the Requirements

for the Degree

Master of Art

By

Carolyn K. Thompson

Summer 1999

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MASTER'S THESIS

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ABSTRACT

This thesis proposes that students experience optimal learning of a second language in a literature-based curriculum and when multimodes of teaching are employed. A statement of the problem of second-language learning is followed by a historical and theoretical overview of learning a second language. Next a review of the published literature concerning literature-based curriculums for second language learning is presented. Additionally, the importance of complex and concrete teaching based on brain research is addressed. The curriculum included in this thesis is based on the book, *The Incredible Journey of Lewis and Clark* by Rhoda Blumberg. It furnishes a wide range of current teaching procedures consistent with Washington state goals and objectives of academic learning requirements. Several methods of assessment, including one scaled to the Washington state Essential Academic Learning Requirements, are provided. The curriculum itself, a content-based, integrated, hands-on, and learner-centered compendium, is complete as is. Teaching approaches are promulgated on student empowerment and reflectivity.

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DEDICATION

To all ESL students:

May your learning be happy,

And to my family.

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Preface

I, in agreement with many authorities on the subject, believe that language is best learned within a context. Furthermore, I believe authentic literature can provide an excellent wellspring for more in-depth academic second language learning, especially when taught in a relaxed, challenging and complex environment.

Casual, early childhood exposure to foreign words and phrases for enjoyment is a good antecedent to future in-depth second language learning. That was my experience, and its efficacy is supported by research (Begley, 1996). Although English is my first language, my English language learning was interspersed with foreign phrases such as *tempus fugit, c'est la vie, sièsta, comme çi, comme ça,* and *sayonara* which were used in appropriate context during light, everyday conversation. Singing in various languages in choirs also contributed to my introduction to languages and widened my horizons about other languages and their distinctive pronunciations and syllabication.

In high school, I took two years of classical Latin (regarded as a dead language). It was taught largely by the grammar-translation method, with stories about Gaul, Caesar, and such supplying context. The nearest those stories came to being relevant was a laughingly absurd update (that I still remember) about going on a picnus-nicus and drinking cocum-colum. Nevertheless, I can still translate Latin paragraphs, if not entire phrases, rather well.

I also began my study of French in high school, and I continued it as a second minor in my university studies. It was taught by the grammar-translation method, with a little real-life speaking also. I regret not learning to speak it better; I did not go to the language lab very much. I maintained my French reading abilities over the years by picking up French books and magazines at book sales. I was able to translate a French article

about the Texas Sesquicentennial for J. Evetts Haley, the Texas historian, many years after my last class in French. Presently I belong to a French conversation club where francophiles gather to practice their French. I notice that I definitely speak French better when I am 1. not under pressure and 2. interested in expressing myself on a subject. I have traveled to foreign countries on my own so I know what it is like to negotiate one's way with limited conversation. Recently I took a class in Russian. I was happy to learn the alphabet and some phrases. And it was a novelty when I discovered that I could read a Russian newspaper, outloud even, because the language is simply and reliably phonetic. Of course, I did not know much of what I was reading. Teaching style-wise I felt like there was pressure in the class for immediate response, and that is not my style.

I believe that context is vital to learning a second language and that literature is the best way to supply that context for acquiring academic proficiency.

This content-based curriculum thesis is for teaching English for academic purposes and is designed to supply in-depth and interesting instruction within a rich and enjoyable context.

Chapter I

Statement of Problem

We live in a global community today. Business, travel, and immigration intermingle cultures and languages around the world. In addition to experiencing continuing immigration, we are well connected via radio, television, airliners, computers, and cell phones. As Zwingle states in the current issue of *National Geographic* magazine (1999), "We are in the throes of a worldwide reformation of cultures, a tectonic shift of habits and dreams called, in the curious argot of social scientists, "globalization." It is becoming increasingly important to be able to learn a second language with ease and speed, and English is the language of choice. According to the *National Geographic* article, more than a fifth of all the people in the world speak English to some degree.

In America, the problem of learning adequate English is vast. Immigrants in America number 26.5 million; roughly one in every ten people in this country is an immigrant (Escobar, 1999). Many of these people do not know English. Even outside the boundaries of the United States, people native to other countries long to learn English. In addition, on our own turf, many native Americans live in homes where English is not spoken. Not being able to converse in the language of the country in which one lives puts a population at a significant disadvantage. While Basic Interpersonal Communication Skills (BICS) come fairly rapidly, Cognitive and Academic Proficiency (CALP) takes much longer (Cummins as cited in Cummins, 1994).

There is a paucity of comprehensive and cohesive ESL curricula that gather some of the many excellent methods of teaching academic and higher language skills into a handy, adaptable curriculum for teaching second language learners in an efficacious, pleasurable way. This literature-based curriculum, built on current methods of learning and teaching, is an effort to help alleviate that deficit.

Chapter II

Overview of Historical and Theoretical Positions of Second Language Learning

Originally, cosmopolitan learning and literacy constituted essentially an ivory tower for the elite and chosen ones. Specifically, the vast majority of people were not able to read much or speak eloquently in their own language, much less another country's. Clergymen were the only ones who could read to any extent in a second language, the result of privileged education. Instruction was done in Latin in ancient times.

With the advent of a global community, which began before the first camel caravan ventured across the desert (Zwingle, 1999), later ballooning into the great explorations and conquests and progressing onward for decades, second language learning has played a vital role in world expansion and communication. Certainly the amazing exploration of Lewis and Clark, which constitutes the content of this curriculum, was considerably affected by the problem of second language communication. Sign language, interpreters, combining languages, and amassing an alphabet from a heretofore unwritten language are all components of the Lewis and Clark expedition.

Across the ages, different philosophies of teaching a second language have ebbed and flowed; teaching methodology before the 20th century toggled between the two juxtaposition methodologies of *using* the language (i.e., practical communication) and *analyzing* the language (e. g. studying grammar, language changes and such). It still does today. For example, the Berlitz method of conversational instruction is still popular. Volumes are written to condemn analyzing the language by teaching grammar separately (Hartwell, 1985) while at the same time it is routinely taught in isolation in many classroom.

One of the earliest formal positions on language teaching was that of Jan Comenius, a Czech, who published books about his teaching techniques between 1631 and

1658, according to Celce-Murcia (1991). His method appears to be the first interactive classroom in which teachers were supposed to use pictures to make language learning meaningful, and students were encouraged to repeat after the teacher. He recommended engagement with the subject language. Next followed a resurgence of analytical grammar-translation approach, the remnants of which were manifest in my Latin in the 1950s.

However, a greater dichotomy of instructional methods has since been chiseled out, and that is what sets the 20th century apart from the previous ones. Teaching methodologies have been incised and honed; methods have become discriminated, discrete and specific. And now there is more interaction between the various approaches and methodologies.

Still, predominant methods prevail for awhile only to be replaced by another preferred method. The Direct Approach of utilizing language was supplanted by the Reading Approach (which was primarily how I learned French). The Audiolingual approach unseated the Reading Approach. This was due to World War II when it became imperative for servicemen to be able to speak a foreign language; the success of this method earned it a permanent star in the annals of language teaching. Other methods used are 1. Situational Approach, 2. Cognitive Approach, 3. Affective-Humanistic, 4. Comprehension and 5. Communicative. The last four revolve around a central point of view about how people learn languages. The Cognitive Approach holds that language is governed by cognitive behavior - not by habitual repetition. The Affective-Humanistic Approach takes peoples' emotions and personality into consideration and sees language learning as a process of self-realization derived from interplay with the language and relating to other people. The Comprehension Approach focuses on the importance of communication about all other things in language learning (Celce-Murcia, 1991).

Recent trends in education call for a variety of styles. This is supported by brain

research which challenges the belief that teaching can be separated into the cognitive, affective, and psychomotor domains (Caine & Caine, 1994). They show that creating educated human beings is a complex and skillful process. Probably the newest concepts in teaching ushering in the 21st century are reflectivity and the empowerment of students. Students are called upon to reflect on how they are progressing in their studies as well as to note trends or patterns in their mistakes. My Advancement Chart is a way for students to chronicle mistakes, to note patterns as well as improvements they achieve. Further, students are called upon to discover how they got to where they are - what thought processes they went through. Did they use inductive reasoning or deductive reasoning?, for instance. Or was it a trial and error method? Was it linguistic interference from their first language? Error analysis after each Writer's Workshop also provides students an avenue to analyse their own errors. Minimal marking, found in Appendix E and used throughout the curriculum for the writing assignments, also affords students the opportunity to find the error they made and correct it themselves. Teacher-student conferences, established throughout the curriculum, are an opportunity to discuss the progress students are making in their higher level thinking skills such as learning how to analyze, synthesize and evaluate situations or texts. Chapter VIII provides a list of key words that describe these processes. Student empowerment is another emphasis at the millenium. Students are recognized as possessing knowledge and are called upon to express it and build on it. Such approaches are used in my prompt assignments where students are to relate things to their own culture in various ways. Respect of students in inherent in this student empowerment, as they are guided toward the educational goals.

More and more states are establishing official goals and objectives. Washington's and also the specific goals for EWU's ENGL 112 class are addressed in all lesson plans. Grade ten Essential Academic Learning Requirements are found in Appendix A.

Chapter III

A Review of Using Literature to Teach English as a Second Language and Its Relationship to the Lewis and Clark Curriculum

Teaching literature in English as a Second Language has its foundation in the basic grammar-translation approach, with the focus on translation. However, it amplifies, enriches, and provides fer `e ground for utilizing various approaches to teaching language.

Many benefits can be reaped from using literature in teaching English as a second language. According to Lazar (1996) literature texts are a rich source of classroom activities that can be very motivating for learners because learners become more personally invested in the process of language learning and can begin to own the language they learn more fully (Comprehension Approach). This is covered in discussions, conferences, and tests.

Gajdusek (1988) notes that teaching literature will encourage dialogue, self-expression and problem-solving, i.e., it will create a highly communicative classroom (the Audiolingualism, Cognitive, Affective-Humanistic and Communicative Approaches). This approach is incorporated in my peer sharing, class discussions, conversations, communicative language settings, conferencing, music and poems, the questions in the study guide that require higher order thinking.

Specific language skills can be added while teaching the aesthetic (reading for the story's sake) according to McKay (1982). The use of various tenses such as present and past can be explored as well as language usage such as "may I" and "sir" (Grammar-translation Approach, Direct Approach). I employ this method in my grammar lessons, prompt writing assignments and chapter presentation focuses.

Sociodramas (Reeves, 1999) address the other approach, the Situational, in a

modified form which could be expanded to include specific language use dimensions. The staged conversations lesson utilizes this approach.

Concrete studies to back up theories are presented by Caine and Caine (1994). They show how the brain works in complex, multi-tasking ways that teaching literature can provide for. This supports the theme-based, immersion theory that Celce-Murcia (1991, advocates along with integrating the five skills - listening, speaking, reading, writing, and studying into the lessons. The workings of the brain as described by Caine and Caine (1994) as having a tendency to pattern is echoed by Carrell (1989) who offers semantic mapping as a literature prereading activity that will help the language learner organize and comprehend the text. This is employed in my brainstorming and mapping lesson plans.

Carrell also advocates an Experience-text-relationship approach (ETR). It is divided into three steps. In the first, the teacher leads a discussion of the students' own knowledge or experience related to the text. This is addressed in my discussion lesson plans. In the next step, the text step, the students or teacher read short parts of the text (a page or two), stopping to ask questions about content after each section is read. (Lesson 2). In the last step, the relationship step, the teacher helps students draw a relationship between the text and their outside experience and knowledge discussed in the experience step (Lesson 1).

While Scarcella (1992) calls for advanced ESL students to read specialized texts that expose them to the features of English such as rhetoric, syntax, and vocabulary that characterize diverse registers, she also acknowledges that books should have cultural relevance, which is directly related to her schema theory of building on an existing framework of knowledge. She says that comprehension is an interactive relationship or process involving the learners' background knowledge and the text/context (Scarcella, 1992) She shows that research reveals the importance of learners' reading large amounts

of meaningful, authentic materials, and that it contributes to overall language development and knowledge.

Gagnepain (1981) says that language acquisition that occurs in a highly formatted context provides a manageable setting for teaching language where highly communicative intentions can be converted into communicative conventions.

Snow (as cited in Celce-Murcia, 1991) notes that content-based instruction provides a framework for the integration of content and language teaching. "Content-based instruction offers a viable approach to meeting the academic needs of second language learners. It satisfies several important conditions for second language acquisition and provides teachers with the means to create an instructional environment that prepares second language students for the academic tasks they will encounter in school." Snow (as cited in Celce-Murcia, 1991) reports that Swain maintains that content based instruction can be a stimulus for moving students to produce messages that are conveyed precisely, coherently, and appropriately.

Stern (as cited in Celce-Murcia, 1991) says that literature offers potential benefits of a high order for second language learners. In addition to the four basic language skills: reading, writing, listening, and speaking, she lists culture, aesthetic and cognitive maturation. It provides a dimension of depth which refers to the mental involvement in what a person is hearing or saying. She point out five main categories of benefits to be reaped from teaching a second language through literature: 1. Literature and language, 2. Literature and reading, 3. Literature and writing, 4. Literature and oral skills and 5. Culture. In the literature and language section, Stern notes the value of teaching new words from the text. Shaughnessy's advice (1977, p. 211) to teach three phases of vocabulary:

1. learning about words
2. learning words

3. learning a sensitivity to words

can be included here. This approach is found in my derivational morpheme chart. Stern also addresses the grammar issue, advocating drawing student's attention to complex grammatical structures. She also suggests a progressive way to illustrate to students how subtle shifts in structure can emphasize meaning thorough sentence simplification, restructuring, restatement, and paraphrasing. Sterns third dimension to teaching a second language through literature, literature and writing, points out the various types of writing that can be assigned with a literature text. There is the controlled writing of reporting or tense changes, guided writing such as completion activities, reproduction writing such as paraphrasing, summarizing and adapting (creating dialogue), and imitation such as writing a description of a character like another one was described. Furthermore, students can write *on or about* literature. As with reading, there are three levels of literary understanding, the literal, the inferential and the personal/evaluative level. The literal level can be a good starting point for establishing comprehension. Then topics requiring analysis can elicit inferential meaning. Thirdly, yet higher-level thinking skills such as synthesis and evaluation can be the basis for essays in which students react personally to the work. The discourse modes, analysis, argument, description, comparison and contrast, narration, and cause and effect can be employed. More advanced forms of writing are possible also. The next category that Stern explores, literature and the oral skills, is the way oral reading can be a means by which to make listening comprehension and pronunciation interesting. Class discussions, dramas, improvisations and role-playing can be added to the lessons, providing variety and even entertainment. Group activities can increase oral lessons. Stern's final category, culture, is naturally embedded in a literature-content-based curriculum but it can be expounded on through class discussions and mini-reports which she calls culture capsules. Clearly there are many attributes of and possibilities in using literature to teach second language learning.

The study of literature itself and spinning lesson plans off it can contribute greatly to the multiplicity education that second-language learners need, including cultural literacy and general cognitive abilities.

Cummins (as cited in OSPI, 1997) identified two components of second language acquisition: Basic Interpersonal Communication Skills (BICS) and CALP (Cognitive and Academic Language Proficiency). A literature-content-based curriculum can raise the level of communication from everyday vernacular speech to the academic arena. According to Cummins, BICS are acquired fairly rapidly, usually within one or two years if close association with native speakers occurs such as in a school setting. However, acquisition of cognitive and academic language proficiency can take from seven to nine years (Collier as cited in OSPI, 1995). Furthermore, it is asserted that it is impossible to separate language and cognitive development. It follows, therefore, that increasing cognitive development with the rich topics for consideration that literature affords can increase second language learning dynamically, not linearly, by teaching not only the language and the content but also general higher level thinking skills such as synthesizing and evaluation (ECISD, 1994) which increase cognitive development.

Gee (1999) says that it is important for ESL students to become avid readers. He suggests several ways to encourage this. He recognizes that success breeds success in reading; i.e., the more competent one becomes, or perceives he or she has become, and the more he or she feels he has control, the better a student can read. This success builds success in more reading, so it becomes a beneficial circle. He recognizes the importance of the affect in reading. The students acquire a larger vocabulary and become more familiar with syntactical structure. He delineates several ways in which to increase this. He describes two types of tasks, open and closed. Students have more input with open tasks; the students are more limited in choices and decisions in closed tasks. He describes the six Cs that Turner and Paris describe as the critical factors of open tasks (p. 6):

1. Motivating tasks allow students to make personal *choices*.

2. They provide *challenges* in which errors are not seen as failure but as an opportunity to diagnose and learn.

3. Students can take *control* over learning by organizing and planning not by just following along.

4. *Collaboration* promotes the social and interactional nature of learning.

5. Motivating tasks also give students the opportunity to *construct* meaning as children make sense of learning and connect school to out-of-school uses of reading and writing.

6. Finally, motivating tasks result in *consequences* that focus on self-assessment rather than external comparisons.

In regard to materials, Gee recommends allowing students to select their own books. Then students should develop questions and teachers should help students locate information. This helps provide students with successful experiences with learning through reading. Easy books are fine. One of their advantages is that they can help establish fluent reading habits and may often contain new vocabulary works for ESL students. More difficult material is okay, too. It might be beneficial to have students help each other through peer-reading. Or teachers can read aloud. Another possibility is to precede more difficult books with other books on the same topic that are easier.

Further, Gee notes that a low-risk environment is important and cites Vacca and Linek's (1992) suggestions that teachers should make their role clear, build a high level of trust, encourage risk-taking, and structure time and space for social interaction.

Custodio and Sutton define literature-based instruction as being a move away from a basal reader into ordinary type books. They mention that such a concept is not new, that

Huck advocated it as early as 1977. They say the concept is based on a holistic stance that is grounded in such education giants as Dewey, Piaget and Vygotsky. It is founded on the principle that language is not learned from the part to the whole but *vice versa*, and that all language functions, including reading, interrelate.

This led to the contention that activities that combine the four modes of language are more productive in developing literacy and oral skills (Elley and Mangubhai as cited in Custodio and Sutton, 1998). Some advantages of a literature-based approach to ESL language learning is that students are immersed in reading and writing. Langer (as cited in Custodio and Sutton, 1998) say that literature taps into what they know and who they are and is therefore a very inviting context for learning both a second language and literacy. Another advantage to a literature-based approach is that it provides a language model. Fitzgerald (as cited in Custodio & Sutton, 1998) says that through interaction with others in a literate environment, students acquire a broad base of knowledge about language in general. Campbell (1998) points out that literature reveals the fuzziness of learning - that not everything is cut and dried, black and white.

Custodio and Sutton also say that a literature-based approach integrates language skills. Adolescent literature blends subject matter with second language skills. Brinton, Snow & Wesche (1989) (as cited in Custodio and Sutton, 1998) list several benefits of the content-based literature (CBI). They say students gain knowledge of various linguistic code such as grammar, sentence and paragraph structure, discourse conventions and organizational patterns of various types and interactive communication skills along with different styles of writing. Further that it is effective because it employs English in an authentic and comprehensible way. Also, it focuses on a subject area and acts as a bridge to other subjects. Students also have the opportunity to try mainstream discourse types in a non-threatening atmosphere. Certainly in the Lewis and Clark curriculum bridges are built to many other academic disciplines.

McQuillan and Tse (1998) consider that it is a proven fact that comprehension-based second language teaching is desirable, and take the concept to the next level by describing captivating and understandable stories to use to drive language input and class activities. They note that students being exposed to literature can learn a wide variety of structures and vocabulary especially when it is recycled.

Kooy and Chiu (1998) urge a downpouring and immersion of language for second language learners. They say that literature, being a place where language and meaning, offers a significant source for such immersion. They suggest using reading logs, reasoning that they can provide a vehicle for communication for nonnative speakers who are reluctant to speak out in class. They refer to it as a "think pad." They say it provides precious time for them to think and use language and to prepare what they want to say. It also provides a means for the teacher to interact with the readers. They relate they have learned things from their experience and recommend that nonnative speakers should be exposed to a wide range of literature on what it means to be an American or Canadian. They recognize the importance of the teacher to become a facilitator to help engage the readers. Kooy and Chiu recommend interactive discussions that create and maintain a community of readers is a helpful to keeping students deeply involved in literature

Some of the obstacles are the acquisition of books which have to then be replaced regularly. Also, teachers need to be trained in this approach to teaching English to speakers of other languages.

In sum, literature-based instruction provides security in its familiar style. It provides an opportunity to use language in a real way. Higher order thinking skills can be used while at the same time the other modes - speaking, reading, listening - can be integrated into the lessons. And it provides an introduction to American values and culture.

Chapter IV

The Importance of a Multimodal Learning Environment

The brain is easier to study now. Elaborate and complicated equipment reveals heretofore unfathomable workings of the brain (Black, 1997). One of the most pertinent lessons learned from the recent studies of the brain is that it functions in multiplicity (Caine and Caine, 1994).

Where educators once thought that a silent, sterile, and simple environment produced the best learning, it is now known that within reason, greater stimuli produce greater learning. For instance, music during studies is now considered advantageous. Magnetic resonance imaging (MRI) and positron emission tomography (PET) scans show the brain positively lighting up in response to Mozart. "Now we can see what happens when a person listens to Bach," Hodges says, pointing to vivid hues that show the research subject's active motor cortex" (Hodges as cited in Black, 1997). It has a stimulating and yet calming influence on learning, not to mention the cultural contribution it makes. The importance of a non-threatening situation is reflected by Ostrander & Schroeder (1979) who state, "As the body rhythms calmed, the mind grew more effective."

Research shows illuminations of the brain performing in multiplicity, which explains how a student can perform a lesson satisfactorily and hate it while listening to music and yet come up with a unifying concept for it, all at the same time. As Peterson (as cited in Celce-Murcia, 1991) relates, "Proficient listening is described as a multilevel, interactive, compensatory process (Kinteck & van Dyk, 1978)." Top down and bottom-up listening processes interact.

David Ausubel (as cited in Brown, 1987) asserted that learning takes place through a meaningful process of relating new events to already existing cognitive

concepts. "Meaning is not an implicit response, but a clearly arbitrated and precisely differentiated conscious experience."

Brown (1987) touches on some of the common stimuli in a classroom environment in his "nonverbal communication" section. Gestures and body language, eye contact, artifacts, kinesthetic and (everyday, casual) communication and many other factors all come into play in the classroom environment.

So, whether it is proving background music, greeting students at the door, or planning a lesson with all four macro skills and various levels of thinking processes, from the simplest, clearest explanations to synthesizing (ECISD, 1994) between the students' native culture and the American one, teachers need to make sure they are providing ample food for thought.

Christinson (1999), in the June/July issue of TESOL Quarterly, writes that neuroscientist are just now mapping the affective side of the brain. She says that when people experience emotions such as anger, anxious, fear or feeling threatened blood flows from the neocortical (cognitive) area of the brain to the amygdala side which is the lymbic region. This causes a "downshifting." The result is that our reasoning powers are shortchanged and that shortchanges our making rational decisions. This was noted as early as 1959 when Combs and Snygg (1959) (as cited in Caine and Caine, 1994) described a "narrowing of the perceptual field." Caine & Caine (1994) sum it up when they say, "Brain research establishes and confirms that complex and concrete experiences are essential for meaningful learning and teaching."

Chapter V

Rationale for Using a Multimodal Curriculum Based on a Historical Nonfiction Text

Historical nonfiction books, such as *The Incredible Journey of Lewis and Clark*, provide many resources for interesting and effective teaching. First, this book offers a taste of historical American culture in the exploration of the new western section of the United States that was newly purchased and not yet explored. Also, Lewis and Clark display personal qualities that are still treasured in this society today such as perseverance, astuteness, preparedness, intelligence, diplomacy, trustworthiness, responsibility, patriotism, resourcefulness, peacefulness, pragmatism and bravery.

All these features can be expanded into themes. In addition many other subjects can be integrated into the lesson plans such as 1. geology about the various terrain and topography, 2. botany about the many plant species that were discovered, 3. anthropology about the various Indian tribes, 4. women's issues about Sacagawea, 5. biology about the new animals, 6. map making and navigational instruments, 6. international politics about negotiation with the fur traders and other countries involved and the Indians, 7. marine science about navigating the waterways. 8. suicide, 9. current parks honoring Lewis and Clark and 10. language problems on the expedition. The list can easily be extended. Not only does literature supply the fountainhead for themes to create additional reports on, its subject matter is complex enough to stimulate and interest almost anyone in other areas too.

A rich, nonfiction literature text can also be the springboard for teaching the other macro skills - writing, speaking, listening, and study skills. Grammar can also be incorporated into the lesson plans. The various learning styles can easily be addressed with lesson plans incorporating the visual and auditory (with videos), multisensory with music and sing-alongs, hands-on (kinesthetic, tactile aspects utilized in the time line, art

work, computer projects, Venn diagrams), verbalization (presentations, sharing and class discussions).

Relevance can be addressed with sociodramas and relating various themes to the present, be it the buffalo situation (its being raised for meat in Texas now, e.g.) or the expediency of peacemaking. Praxis can be incorporated by teaching about latinate word formations, teaching reading strategies, and speaking skills. Even a planned vacation to a Lewis and Clark site can be useful. Writing skills can be taught, along with error correction and self-assessment, including learning awareness and strategies (metacognition).

In order to address individual learning styles and create a stimulating environment, it is necessary to feed the brain nutritiously and consider and respect the complexity of people. *The Incredible Journey of Lewis and Clark* does just that. The sense of adventure permeates the book. The vivid descriptions that Blumberg paints, along with the interesting illustrations, make it quite easy to get caught up in the excitement, perils, and hardships of the journey. There are almost countless side trips to take from the text. Some of these are enumerated previously in this chapter. These could form a sturdy bridge to another subject for students that Custodio and Sutton refer to (1998). It is also authentic and comprehensible.

There are plenty of words with latinate endings that could be used to teach about academic language that Stotsky (1979) and Cummins (1994) refer to. The phonetic spelling of words by Lewis and Clark, along with some Indian and French words, can teach the sensitivity to words that Shaughnessy (1977) recommends. There are plenty of topics for interactive discussions. While some subjects like flogging might be upsetting, there are not a lot of instances in the book where the affective would overcome the intellectual to the point where is could become detrimental (Christison, 1999).

Notes from presentations can create a "think pad" that Kooy and Chiu suggest.

The text is rich enough to provide vehicles to integrate the four macro skills of second language learning; such are provided in the lesson plans of Writers' Workshop, research papers (reading), class presentations, videos and songs (listening), class discussions and sharing aloud. Much of the action of the book takes place regionally, which gives nonnative students an opportunity to connect with their immediate surroundings (Austin, 1999). It is even possible to bring real-world features into the classroom (Byrd, 1997) with an Indian guest speaker or artifacts. The book is brimming with possibilities.

Chapter VI

The Curriculum

The following curriculum is based on the thesis of using literature to teach English to speakers of other languages. The course is designed for an ENGL 112 class taught at Eastern Washington University, although it can be used for other public education based on Washington state Essential Academic Learning Requirements and other goals. Information on this is offered in the appendix, conclusion and alternate lesson plans of this thesis.

The four modes - speaking, writing, reading and listening - are included in virtually all lessons, and are denoted with an S, W, R, and L, accordingly. Subject matter is recycled through the modes through the group presentations and feedback, reading guide, conversations, prompts, and exams. Opportunities for student reflectivity of their own learning styles and revision methods are provided and peer assessments are scheduled.

Approximate times for each lesson section are noted in parentheses in the lesson plans. Course goals and objectives and the classes in which they are taught are included in the following section. Sentence diagramming, found in Lesson 18, is included to help students pattern the language in a concrete way, since brain research shows that the brain organizes patterns (Caine and Caine, 1994). Special rubrics, which are, of course, changeable, are designated in the writing prompts directions. Teachers should review the assigned rubric with the class to make sure the students know how to use the modals, for instance. Examples are provided in each lesson.

Ordinary materials such as paper, pens, reading guide, and text are not listed in each lesson plan.

ENGL 112 Goals and Instructional Distribution Overview

1. Goal: To prepare students of English as a Second or Foreign Language in English for Academic Purposes (adapted from Reeves, 1997).

1.1. Objective

Students will be able to function at the university level in the four macro-skills: listening, speaking, reading, and writing (including an acceptable degree of mastery of mechanics).

Taught in classes: virtually all

1.2 Objective

In their writing and speaking, students will demonstrate knowledge of the English language: syntax, phonology, morphology, semantics, pragmatics.

Taught in classes: 3, 7, 8, 17, 18, 19, 20

2. Goal: To prepare ESL/EFL students for cross-cultural communication.

2.1 Objective

Students will be able to relate to a wide variety of world views.

Taught in classes: 1, 12, 14, 17

2.2 Objective

Students will be able to articulate their own world view and locate themselves within the global community.

Taught in classes: 1, 6, 7, 8, 10, 22

2.3 Objective

Students will recognize similarities and differences in their values and those of other students, faculty, staff and

community through cross-cultural readings, films, guest speakers, and discussion.

Taught in classes 1, 9, 12, 13, 18, 22

3. Goal: To prepare students to write for a variety of purposes in order to function in the university.

3.1 Students will demonstrate their ability to analyze audience, writer, and message (Aristotle's triangle).

Taught in classes: 3, 7, 11

3.2 Students will be able to adapt the message for a variety of audiences of different ages, cultures, professions, and interests.

Taught in classes: 3, 6, 7, 16, 17, 21

3.3 Students will be able to write different kinds of answers on essays and perform on other types of examinations.

Taught in classes: 4, 10, 22

3.4 Students will organize information for a variety of purposes.

Taught in classes: 5, 10, 13, 16, 20

3.5 Students will be able to respond to peers' writing in ways that foster growth and understanding in other ESL writers.

Taught in classes: 1, 2, 5, 11, 16

3.6 Students will be empowered and invested in their writing as as they acquire ways of self-assessing and setting goals for their writing.

Taught in classes: 4, 12

4. Goal: To encourage awareness of American cultures.

4.1 Objective

Students will empathize with other learners of English as a second or foreign language as a result of their own study of

American language and culture.

Taught in classes: 8

4.2 Objective

Students will become acquainted with the American language and its changes as well as patriotism and the American spirit of adventure, and international issues

Taught in classes: 5, 9, 12, 20

4.3 Objective

Students will experience a different culture through studying the language of that culture.

Taught in classes: 1, 6, 8

4.4 Objective

Student will demonstrate a deeper understanding of their own cultures, histories, and customs by comparing and contrasting them with American cultures, history, and customs.

Taught in classes: 10, 13

5. Goal: To increase critical thinking in students who may have little or no experience with questioning authorities.

5.1 Objective

Students will be able to access, critique, and cite media and print matter.

Taught in classes: 14, 16

6. Goal: To familiarize students with research methods in the U. S.

6.1 Objective

Students will be able to access and employ a variety of existing materials such as library media, internet and other

resources with ease for their research needs.

Taught in classes: 3, 19

7. Goal: To increase students' ability to read with fluency and understanding in a foreign language for academic purposes.

7.1 Objective

Student will be able to find main ideas. This means being able to eliminate extraneous material.

Taught in classes: 2, 4, 17

7.2 Objective

Students will be able to scan long documents for key points.

Taught in classes: 18

7.3 Objective

Students will be able to skim long documents to get an overall idea of the content.

Taught in classes: 19

8. Goal: To increase students' ability to speak English effectively in small groups and in oral presentations.

8.1 Students will be able to speak and understand well enough to participate fully in peer response sessions with other nonnatives and by the end of 112 with natives.

Taught in classes: 3, 5, 14

8.2 Students will be able to give a 30-minute presentation with a peer and be understood by their native and nonnative audience.

Taught in classes: 6, 7, 9, 14, 16

8.3 Students will be able to participate in whole-group discussions, requesting information, asking questions, and seeking

clarification.

Taught in classes: 3, 4, 17

8.4 Students will be able to acquire and apply compensatory strategies for communicating in English when communication breaks down in order to be understood and to understand others.

Taught in classes: 11

Adapted from Program Review Report to the HECB, prepared by Dr. LaVona Reeves

Class schedule

The first two weeks of class will be partly administrative in that the course requirements, routine activities and other assignments along with forms of assessment will be set forth, so there are a number of handouts.

Certain parts of the curriculum, such as a weekly mini-writing workshop, will be fairly consistent while others will vary. Additional materials for classes, such as class sets of the sample prompt either follow the lesson plans or may be found in the designated appendix. The role of the teacher is designated in the lesson section title. Examples are given along with the directions.

Class 1

Materials: Text: 1. *The Incredible Journey of Lewis and Clark,* first edition (1987), by Rhoda Blumberg; 2. class set of Sample Prompt; 3. class set of syllabus; 4. class set of Chapters 1 & 2 vocabulary; 5. PBS CD of Lewis and Clark (Burns and Duncan, 1997) music or other fiddle music (tape enclosed); 6. assessment by dictation

Proceedings:

1. Introduction/Overview by teacher (20); L

    a. Play CD or tape of tunes as background music to create a relaxed atmosphere and to set the stage for the turn of the 19th century, the time of the Lewis and Clark expedition (Christison, 1999; Caine & Caine, 1994; Ostrander & Schroeder, 1979).

    b. Review course

    (1) Explain assessment methods - see appendices A-G

    Distribute copies in Lesson 5.

(2) Distribute and read class syllabus.

c. Have student introduction.

2. Book introduction by teacher (20); L, S

a. Show book and illustrations in it.

b. Discuss cover, title, subject matter, differences in spelling, sections.

c. Brainstorm different explorations (see semantic map).

d. Introduce and create a semantic map as an advanced organizer (which can also be used as a prewriting format), based on the chapters of the book or other explorations. (Carrell, 1989) (see attached)

3. Writing Workshop* (50); L, W, S

a. Show sample of writing prompt as a model. (Reeves, 1999) (see attached). Inform students that minimal marking grading will be used and that not all mistakes will be marked.

b. Writing prompt assignment, using. (see attached.)

> *Write about another exploration you can remember preferably in your own country, in as much concrete detail as you can. Relate it to Lewis and Clark's.*

d. Discuss EALR evaluation (see appendix A) during student mini-conference (Atwell, 1998).

e. Students peer share their writing with each other.

5. Vocabulary (30); S

a. Distribute Chapter 1 vocabulary list (see attached)

b. Discuss prefixes and suffixes and word roots.

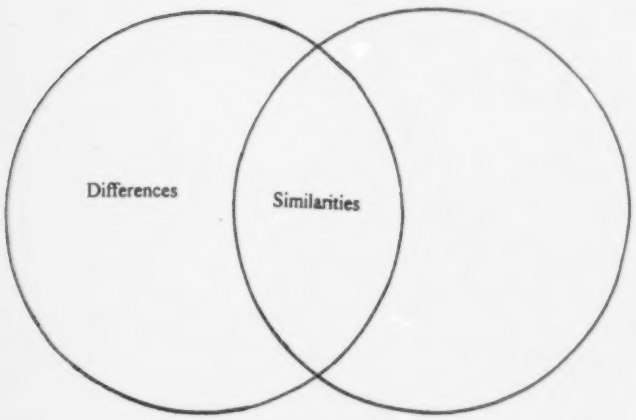
c. Point out latinate endings of nouns (-tion, -or, -ed, -ist, -ize).

d. Students work in pairs to define vocabulary words.

Evaluation:

Writing - per Elder (Appendix C)

Semantic Map
(about explorations)



Venn Diagram

Note: A dictation assessment may be substituted for the prompt (see attached).

**Expanded activity - Draw a Venn diagram showing similarities and differences.

Syllabus

Text: *The Incredible Journey of Lewis and Clark* (1987), by Rhoda Blumberg

Course description

This course will focus on increasing literacy skills, in particular writing ability, with the emphasis on individual conferencing with feedback. It is designed for students whose first language is not English. The work will include chapter presentations with assigned focuses, weekly writing prompts and other writing genres. There will be a two-page report due on some aspect of the content area, your choice of subject. Students will participate in peer assessment and reflect on their own learning and learning style.

Course Objective

At the end of this course, the students should have better writing skills, with increased use of polysyllabic words. They should understand various composition processes, be able to view their writing as a whole, be able to use seven common punctuations (comma, periods, semicolon, colon, dash, quotation marks, exclamation marks), as well other EWU ENGL 112 objectives, have developed learning strategies and self-monitoring. They will have been able to improve their listening and speaking skills.

Course Requirements and Format

Tests

There will be two open book tests.

Midterm is _____; The final is _____

Portfolios

Due_____

They should contain:

1. Writing prompts (5)
2. Notes from presentations
3. Quizzes from presentation
4. Midterm exams
5. Internet addresses and notes
6. Final
7. Grammar exercise
8. Crossword puzzles
9. Listening exercise
10. Chapter exercise

Mini-report: Historical research paper

Needs to:

1. be based on at least 3 articles (access First Search or ProQuest).
2. be at least 3 pages long.
3. show your prewriting schema and revisions after rough draft.
4. have articles cited.
5. have a Works Cited page.

These will be graded per Washington's EALRs. Make sure you have a clear focus with lots of supporting details to develop it, are well organized and observe conventions.

Computer site report

Students are to find 2 sites about the Lewis and Clark expedition and make share with class. Due Class 17.

Presentations

1. Student groups will make presentations of the chapter material and respond to others' presentations (see appendix F).

Additional Studies:

There will be a trip to the museum, with an optional alternate activity.

Grading rubric: Exams - 25%, Presentation - 25%, Prompts - 25%, other - 25%

Sample Prompt

I grew up in a medium-size town in Texas. There were a lot of smart and creative people in the town, I think because of the three big colleges and the oil business there. One of the citizens of the town, Jack Grimm, was very curious about the Titanic. He had plenty of money, so he decided to try and find the sunken ship. He studied about where the wreckage of the ship might be. Then he had a special submarine built, and he went down in the ocean in it looking for the ship.

Although he was not the one to find it, the newspaper reported that he loved the adventure of searching for it. He helped add to the knowledge data base about the location of the ship. The local newspaper wrote many stories about him.

I think searching for the Titanic might have been the thrill of a lifetime for him, but I'll bet he was sorry he didn't find it.

Lewis and Clark's expedition is similar in some ways. They were looking for a waterway across the land and didn't find it. They had their boats built for their purposes. They contributed much information about the situation. Many people wrote about it.

Vocabulary List

Chapter 1
decipher
Corps
underestimated
colonize
gravest
expedition
fabulous
commerce
piroque

Chapter 2
bartered
mammoths
fabulous
quadrants
preservation
distinctly
no-man's land
surveyor
shoals
keelboat

Assessment by Means of Dictation

Directions:

Teacher reads the paragraph below once at normal speed, then at a slower speed, and then a third time at normal speed. Students are to listen the first time through, then write the paragraphs. (Popchock in conversation, 1999.) Put the words Sacagawea, Corps of Discovery, and Shoshoni on the board before you begin, explaining that those are proper names.

Meriwether Lewis and William Clark explored the northwest part of what is now the United States. President Jefferson thought there might be a through waterway across the continent that would be good for trading purposes. However, Lewis and Clark and their Corps of Discovery found that there was not one.

The journey was very hard and dangerous. Many people believe that the group would not have survived if it had not been for an Shoshoni Indian woman named Sacagawea. She helped the explorers in many ways. Sacagewea had been kidnapped at a young age by another tribe and then won in a game by a French fur trader. He and Sacagawea both came along on the journey. Sacagwea was the only woman along on the trip with many men. Her presence signaled other Indian tribes along the way that the explorers had come in peace.

Class 2

Materials: 1. Class set of Reading Guide; 2. class set of U. S. map;
3. class set of Chapter Presentations Guidelines; 4. Advancement chart

Proceedings:

1. Reading Guide (20); L (see attached)
    a. Distribute class set
    b. Teacher reads it aloud and discusses questions.
2. Advance Organizer: map (30); S, L (see attached)
    Add dates and plot route, using map in text, pages 10 & 11.
3. Chapter 1 (25); R, L
    Teacher reads aloud and models word recognition. Class discussion of reading strategies. Ask students how they solve reading problems. Determine main theme by noting key words (Missouri and Columbia Rivers, explorers, President Jefferson, the West, Voyage of Discovery, etc.). Stop occasionally to discuss the topic and word recognition strategies.
4. Distribute Advancement Chart (after Shaughnessy, 1977) (see attached)
    Teacher explains that the students are to keep records on themselves.
5. Chapter Presentations (30); L, R, S (see attached)
    a. Divide students into six groups and assign chapters to each group.
    b. Distribute class presentation handout and read aloud.
    c. Give groups time to work on chapter.

Evaluation:

1. Class participation

Reading and study guide

The following study guide is quite comprehensive and extensive. It is suggested you select which questions you would like your students to answer.

THE INCREDIBLE JOURNEY OF LEWIS AND CLARK

by Rhoda Blumberg

1. Describe 10 hardships the team endured. Describe a hardship (personal or otherwise) you know of and how it was overcome.

2. List 5 ways Lewis and Clark made peace with the Indians. Do think their methods were correct? What do you think were their strategies for their actions? Relate some peace making you know of and whether you deem it effective or permanent. Compare the two.

3. Create a personality profile of Sacagawea. Describe a person you know of who is closest to Sacagawea.

4. List 3 problems that Lewis and Clark encountered and how they were able to solve them. Relate 3 current problems that contemporary students might experience and how they could be solved.

5. Describe the language problems encountered along the trip and 2 ways they were overcome. Describe a language problem you have witnessed and how it was overcome.

6. List 5 adjectives each to describe Lewis' personality and also Clark's.

7. Indian women were offered to the members of the expedition. Describe the rationale behind these gestures. Do you know of any others who practice this custom? What do you think of this?

8. Draw a sketch of the journey.

9. Lewis and Clark's journals are derisive and very critical of Charbonneau. Speculate as to why they might be biased.

10. Lewis reportedly drank to excess. Do you think this played a role in his not *succeeding* as governor of the Louisiana territory? What other factors do you think led to his downfall and despondency?

11. What do you think might have become of the territory if Lewis and Clark had not succeeded in their mission?

12. Create a time line that shows 15 events of your choice of the expedition.

13. Describe 5 geological features along their trail.

14. Lewis committed suicide a few years after returning from the journey. What explanation can you give for this? How do you feel about this?

15. Sacagawea and Charbonneau allowed Clark to become the guardian of their children and raise them in the American way. List some advantages and disadvantages of this. Do you think this was beneficial and the right thing to do? What effects do you think it had on the children?

16. Why do you think the Americans were so anxious to get to know the Indians?

17. List 10 plants and animals that Lewis and Clark discovered.

18. Did Lewis and Clark follow Dr. Rush's medical advice? Do you think they did right? Should one always follow a doctor's advice?

19. There is a notable lack of religion in the book. Do you think this was the author's slant or indicative of the expedition or merely the journal entries? Compare this story to the poem, "Columbus." Use Venn diagram if desired.

20. Briefly retell/paraphrase the story (about 6 - 8 sentences). Relate what you think would be the most important aspect of the trip to your family.

21. Essay question: In 1803, Meriweather Clark and William Clark began a mission to find explore and find a navigable waterway across the United States. Retell some of their accomplishments during the expedition. Explain to Congress some results of their venture with regard to Indians and the United States and justify the expedition's cost.

Reading and study guide teacher's key

1. Describe 10 hardships the team endured. Describe a hardship you know of and how it was overcome. mosquitoes, bears, treacherous waters, dangerous Indians, frigid weather, lack of food, unknown customs, fatigue, uncharted lands, spoiled food, fleas. Answers will vary. ice storm, typhoons.

2. List 5 ways Lewis and Clark made peace with the Indians. Do think their methods were correct? What do you think were their strategies for their actions? Relate some peace making you know of and whether you deem it effective or enduring. Compare the two. smoking peace pipes, giving peace medals, giving friendly signs, not fighting, talking peace, giving gifts. Answers will vary.

3. Create a personality profile of Sacagawea. Describe a person you know of who is closest to Sacagawea. very brave, persevering, helpful, loving, intelligent, strong, good.

4. List 3 problems that Lewis and Clark encountered and how they were able to solve them. Relate 3 current problems that contemporary students might experience and how they could be solved. deciding which way to go at the river fork, how to deal with deserters, how to stick with it, how to make do, how to maintain peace with the Indians. Answers will vary.

5. Describe the language problems encountered along the trip and 2 ways they were overcome. Describe a language problem you have witnessed and how it was overcome. Sign language, language chain. Answers will vary.

6. List 5 adjectives each to describe Lewis' personality and also Clark's.

Lewis: persevering, intelligent, resourceful, brave, withdrawn, tolerant, diplomatic

Clark: courageous, diplomatic, commanding, resourceful, tactful. Answers will vary.

7. Indian women were offered to the members of the expedition. Describe the rationale behind these gestures. Do you know of any others who practice this custom? What do

you think of this? they thought they could acquire attributes that way, and it was a welcoming gesture, a gesture of friendship. Answers will vary.

8. Draw a sketch of the journey. see map in text p. 10 -11.

9. Lewis and Clark's journals are derisive and very critical of Charbonneau. Speculate as to why they might be biased. possibly they were jealous of Charbonneau's possessing Sacagawea, possibly he was not helpful himself, possible Charbonneau resented Lewis and Clark. Answers will vary.

10. Lewis reportedly drank to excess. Do you think this played a role in his not succeeding as governor of the Louisiana territory? What other factors do you think led to his downfall and despondency? probably. loneliness, financial problems, lack of leadership skills. Answers will vary.

11. What do you think might have become of the territory if Lewis and Clark had not succeeded in their mission? Answers will vary. Russia, Spain or England might have ruled.

12. Create a time line that shows 15 events of your choice of the expedition. Answers will vary.

13. Describe 5 geological features along their trail. eroding river banks, rugged mountains, volcano, waterfalls, plains, bluffs. Answers will vary.

14. Lewis committed suicide a few years after returning from the journey. What explanation can you give for this? How do you feel about this? Answers will vary.

15. Sacagawea and Charbonneau allowed Clark to become the guardian of their son and raise him in the American way. List some advantages and disadvantages of this. Do you think this was beneficial and the right thing to do? What effects do you think it had on the children? for: good education, association with advanced civilization, caring guardian, against: loss of ethnic culture, separation from family. Answers will vary.

16. Why do you think the Americans were so anxious to get to know the Indians? They wanted peaceful access to the land and the ocean; they wanted to trade, they were

interested in learning from them and getting to know their culture.

17. List 10 plants and animals that Lewis and Clark discovered. prairie dogs, magpies, Sage grouse, horned lizard, woodpecker, jack rabbit, bitterroot, bearberry, pronghorn antelopes, coyotes.

18. Did Lewis and Clark follow Dr. Rush's medical advice? Do you think they did right? Should one always follow a doctor's advice? not always. Answers will vary.

19. There is a notable lack of religion in the book. Do you think this was the author's slant or indicative of the expedition or merely the journal entries? Compare this story to the poem, "Columbus." Answers will vary.

20. Briefly retell/paraphrase the story (about 6 - 8 sentences). Relate what you think would be the most important aspect of the trip to your parents.

About 40 brave men were led by two good leaders through hostile territory. They were trying to find a water route to the Pacific Ocean and also get to know the Indians living there. Conditions were terrible. They endured many hardships, but also had some very enjoyable and interesting times. They must have been very resourceful not to have died from lack of goods, and they must have been diplomatic not to have been killed by Indians who didn't want them there. They knew how to keep the team together. Their expedition was a big success. Answers will vary.

21. Essay question: In 1803, Meriweather Clark and William Clark began a mission to find explore and find a navigable waterway across the United States. Retell some of their accomplishments during the expedition. What do you think are some results of their venture with regard to Indians and the United States? Answers will vary.

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ADVANCEMENT CHART
(after Shaughnessy 1977)

Skills	Diagnostic	Mid-term	Final
1. Syntax			
a. sentence completion			
b. word order			
c. modifying			
d. advanced sentences (that and which clauses)			
2. Punctuation			
a. terminal			
b. inner punctuation			
1. commas (e.g. appositives)			
2. semicolon			
3. colon			
c. basic quote			
d. academic quote			

Skills	Diagnostic	Mid-term	Final
3. Grammar			
a. standard inflections			
b. agreement			
c. tense formation, consistency			
d. irregular verbs			
e. special usage			
4. Spelling			
a. syllabication			
b. standard/non-standard variations			
c. sound-letter correspondance (diphthongs)			
d. common errors			
e. common spelling patterns (silent *e*)			
5. Vocabulary			
a. morphology shifts (advantage - advantageous)			
b. semantic content (roots and affixes)			
c. formal idioms (prepositional phrases, qualifiers)			
d. precision			
e. academic terms			

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Skills	Diagnostic	Mid-term	Final
6 Order and Development			
a sense of structure			
b temporal order			
c spacial order			
d abstract patterns			
(e g cause and effect)			
e summary			
f arguments & analysis			
7 Academic form			
a paragraph			
b essay			
c research paper			
d article			
8 Process			
a organization			
b composing			
c revisions			
(1) discrete			
(2) holistic			
d proof-reading			
9 Academic reflectivity			
a clear statements			
b progression of idea			
c logical conclusions			

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Chapter presentation instruction

1. Incorporate the assigned lesson focus into your presentation. (see attached)
2. Select two students to ask questions after the presentation.
3. Prepare a handout covering the chapter for the class.
4. Include a vocabulary list (with definitions is ok).
5. Create and administer a short quiz** covering the chapter in the form of

true/false questions	riddles
multiple choice	crossword puzzle
bingo game	main idea with 4 details
short essay	cloze/modified cloze
game show format, prizes okay	C-test
computer pull-down menu	other approved format

**Note: the final can be partly composed of these questions.

6. Presentation should last 30 minutes, including quiz.
7. All group members contribute to the chapter presentation in front of the class.
8. Provide the teacher with a copy of your materials.

Focuses:

Use the focus designated for your chapter. If you have another one you would like to try out (it must be something new to you), let me know. Usage need not be perfect; this is a learning exercise. Lightheartedness, comic exaggeration, and humor are good.

Chapters:

3. Use phrasal verbs such as turned out, fixed up, looked over, dried up, gave out, put up (after Lester, 1990).

4. Highlight information using 'to begin with..., as I mentioned previously, in this way, it's really very interesting ... that..., and as you may recall' (after Scarcella, 1992).

5. Use the following to consider other possibilities: if only, if they had, it might have been, I think they should have, I wonder why they didn't, maybe, possibly (Thompson in conversation).

5. Showing relationships of time or sequence of events such as: at that time, after this, for the moment, before, next day (after Scarcella, 1992).

6. Categorizing events of the journey (after Caine and Caine, 1994).

7. Indicate cause using: so, then, because, therefore, as a result (after Scarcella, 1992).

8. Show emphasis. Use the following to provide emphasis: obviously, of course, you can see, as you know, in fact, it has been shown that, for sure, more importantly, (after Scarcella, 1992).

9. Create an everyday, casual conversation between various members of the expedition about the weather, meals, directions, getting gear together, directions to go. Use methods to compensate when you don't know a word.

10 Show contrast/comparison using: both, only, also, but, on the other hand, however, yet, although (after Scarcella, 1992).

11. Interrupt each other with: Huh?, Excuse me!, Could you please slow down?, Could you explain what you mean by that?, Right on!, Yes!, That's interesting, Uhuh, Fantastic!, Way to go!, Oh, no!, I didn't understand that (after Scarcella, 1992).

12. Use the conditional (if, would have, could have).

13. Use routines to express disagreement/questioning such as: I can see your point but..., I think you've missed one important fact which is...., Yes, but on the other hand,...., I don't think that's the way it was, Why do you say that?, Really, why? (adapted from Scarcella, 1992).

14. Model taking turns, use gestures: What do you think?, You go on, Yes, and....., I would like to add, and also (after Scarcella, 1992).

Class 3

Materials: 1. class set of Chapter 1 crossword puzzles (Insight Software Solutions, 1995)

Proceedings:

1. Writers' workshop (40), R, W, S, L

a. Additional rubric: use of perfect tenses *

b. Teacher writes on a overhead:

Write your interpretation of the following quote, using quotation marks and semicolons. Discuss the desire of Lewis and Clark and the other men's desire to explore and their influence in shaping the world. Does this agree with your view? How did you arrive at your world view? Your audience is your countrymen.

"Man is a singular creature. He has a set of gifts which make him unique among the animals; so that, unlike them, he is not a figure in the landscape - he is a shaper of the landscape. In body and in mind he is the explorer of nature..... "

Brownoski (as cited in Bartlett, 1992)

c. Teacher grades writing with minimal marking when they are turned in, conferencing with student. Students revise prompts, looking at the whole writing, i.e., striving for experienced writers' types of revisions (after Sommers, 1987). Have students explain and discuss their revision strategies.

d. Students share their interpretations aloud from seats.

2. Vocabulary (30), S, R

a. Students read in pairs and discuss word recognition strategies.

b. Work in pairs to

(1) find words in book (note page number)

(2) define according to context

(3) determine part of speech

(4) show pronunciation

(5) use in a sentence of your own (Reeves, 1999)

3. Crossword puzzle (20); R, W

Chapter 1 vocabulary. Work in pairs.

4. Mini-report assignment (30); R

a. Rough draft due Class 12. Prewriting due.

b. Students go to library to do research or find computer sites.

Evaluation:

1. Writing EALRs (Appendix A)

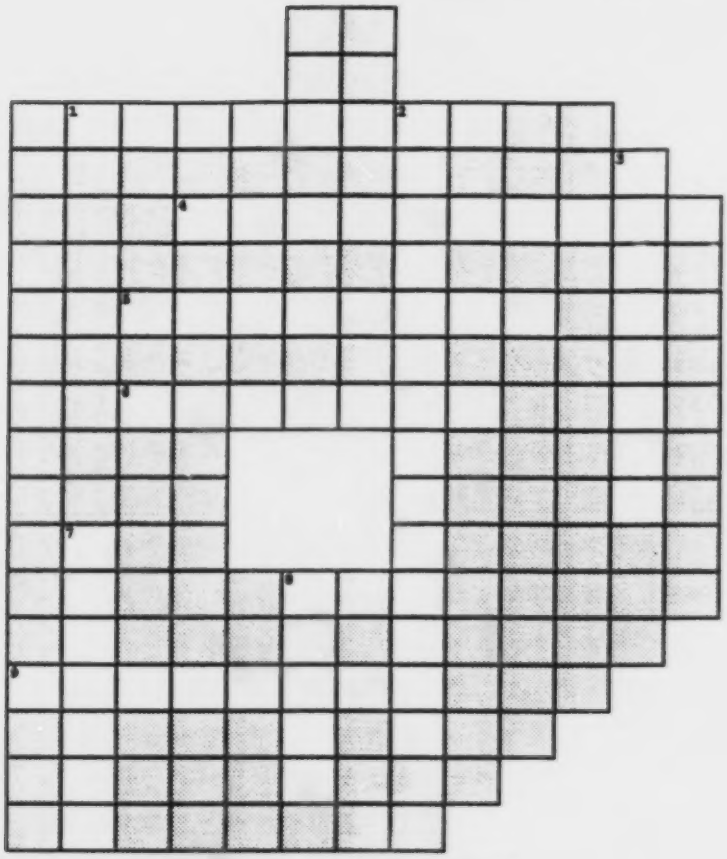
2. Crossword puzzle - percent correct

* Past perfect - I had walked to the store before I saw you.

Present perfect - I have walked for two hours.

Future perfect - I will (or shall) have walked three hours before I go home.

Lewis and Clark - Chapter 1



ACROSS

1. something extra special or ethereal
4. a trip for a particular purpose
5. traded by means of exchanging something
6. most serious
9. trade or marketing

DOWN

2. gauged less than what is accurate
3. to settle, as a homeland
7. a dugout canoe
8. an association of people for a particular purpose

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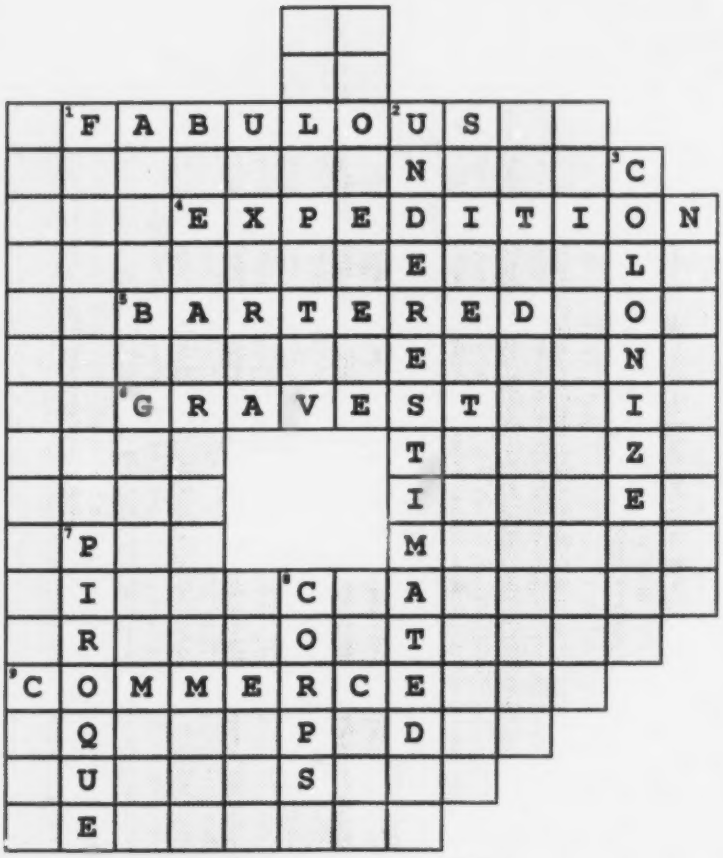

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Class 4

Materials: 1. class set of Chapter 2 worksheets, 2. class set of Mikulecky exercise.

Proceedings:

1. Writers' workshop (25); S

    a. Return writing

    b. Ask students what they find interesting (De Leeuw, 1998). Ask what they were trying to express but couldn't, ask for sentences for examples. Identify, discuss and analyze (and reflect on) errors. Model sentence combining.*

2. Chapter 2 (60); R

    a. Pair reading. Discuss word recognition strategies.

    b. Worksheet with cloze, matching, and true false. (see attached)

3. Dictation (20); L

    Select a passage from the text; read according to Assessment by Dictation (appendix C). Analyze according to Advancement chart.

4. Exercise (15); W (see attached)

    Determine and state a main idea or topic.

Evaluation:

1. Writing - EALRs (Appendix A)
2. Worksheet and exercise - percent complete

*Example: The wild horse jumped over the fence. The wild horse had been corralled. The wild horse that had been corralled jumped over the fence.

Chapter 2 worksheet

I Cloze

Directions: Fill in the missing word with the correct word. Synonyms are acceptable.

1. Lewis was twenty-eight years old and had served as the President's personal _____ for two years.

2. The President even invented a secret _____ to be used whenever he and Lewis corresponded.

3. The botanist, Benjamin Smith Barton, taught him the art of _____plants and furnished notes on _____ and Indian history.

4. Scientific instruments such as quadrants, compasses, and magnifying _____ were also on the shopping list.

5. The President urged Lewis to tell Indians of "our _____ to be neighborly, friendly, and _____to them.

6. Clark was an experienced woodsman, a good surveyor, and a fine _____. At one time he had been Lewis' commanding officer.

II True or false

Directions: Tell whether the following statements are true or false.

7. There had been plenty of rain so the water level of the Ohio River was high, making the first part of the trip easy._____

8. President Jefferson wanted Lewis and Clark to explore the land newly acquired in the Louisiana Purchase._____

9. Dr. Rush provided Lewis and Clark with plenty of pain killers so they would not have to operate on the men._____

10. The Louisiana Purchase was history's greatest land deal._____

Chapter 2 worksheet answer key

1. Secretary
2. code
3. preserving, zoology
4. devices
5. wish, useful
6. leader
7. false
8. false
9. false
10. true

Advanced organizer for chapters 1 & 2

Learning to Determine the Topic, Then Main Idea

Direction

Circle the word in each group that describes the topic of the group.

Chapter 1

I. Determine what topic group the following words belong to:

1. lands coast map continent river territory border

2. Jefferson United States government Congress nation President American

3. portable soup medicine kit secret code Indian questionnaire scientific instruments official instructions camp supplies

4. Napoleon the Great Meriwether Lewis William Clark Indian chiefs important men

II. Combining the preceding topic groups, putting them all together in some way, arrive at the most likely main idea these items were taken from.

(Adapted from Mikulecky, 1990).

Class 5

Materials: 1. 2 - 3 yards butcher paper for time line; class set of Chapter 2 crossword puzzle; class set of EALRs and presentation assessments.

Proceedings:

1. Writers' workshop (10); W

Rubric: timed writing prompt

Quickwriting. Try to get a complete argument done in the time allowed.

Argue against the expedition.

2. Time line (45); S, L, W (Reeves, 1993)

a. Students draw slips of paper with significant dates *or* events written on them;* match them up using pages 10 & 11 in the text, then mark them on the butcher paper in chronological order. Illustrate some scenes.

4. Vocabulary (20); S, R

a. Group choral recitation of vocabulary; correct mispronunciations.

b. Work in pairs to

(1) find words in book (note page number)

(2) define according to context

(3) determine part of speech

(4) show pronunciation

(5) use in a sentence of your own (Reeves, 1999)

5. Crossword (20); R

Complete Chapter 2 crossword puzzle, working in pairs or alone.

6. Reading guide* (20), R, W

Students work on Reading Guide

Evaluation:

1. Writing - Elder's criteria (Appendix C)
2. Crossword - percent complete

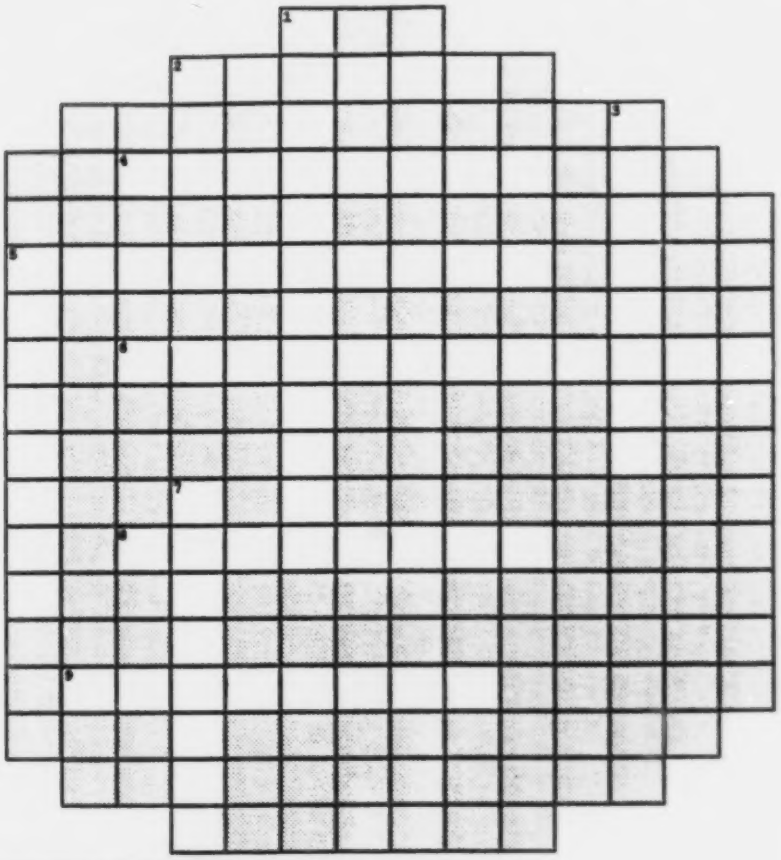
* Individual student conferences during this time. (after Friero, 1970; Atwell, 1998))

See questions - appendix

Time Line Dates and Events

1803	Jefferson proposes expedition to Congress
Dec. 11, 1803 - May 12, 1804	Camp Wood
August 3, 1804	Council Bluff
August 28 - September 1, 1804	Calumet Bluff
September 25, 1804	Bad River
October 12, 1804	Arikara Campsite
October 27, 1804 - April 7, 1805	Mandan & Hidatsa Villages
June 13 - July 14, 1805	Great Falls
August 12, 1805	Continental Divide
August 13 - 30, 1805	With the Shoshonis
September 9 - 11, 1806	Traveler's Rest
September 11 - 20, 1805	Lolo Trail
September 24 - October 7, 1805	Canoe Camp
October 23 - 25, 1805	Celilo Falls and Dalles Falls
December 7, 1805 - March 23, 1806	Fort Clapsop

Lewis and Clark Chapter 2



ACROSS

2. a shallow place in a river; a sandbar
4. extinct elephant with hairy skin
5. clearly and precisely
6. the act of keeping from harm, danger, etc.
8. an instrument used by navigators
9. a boat with sails

DOWN

1. an area to which no one has a title
3. a person who studies plants
5. decode
7. a person who surveys land to determine location, etc.

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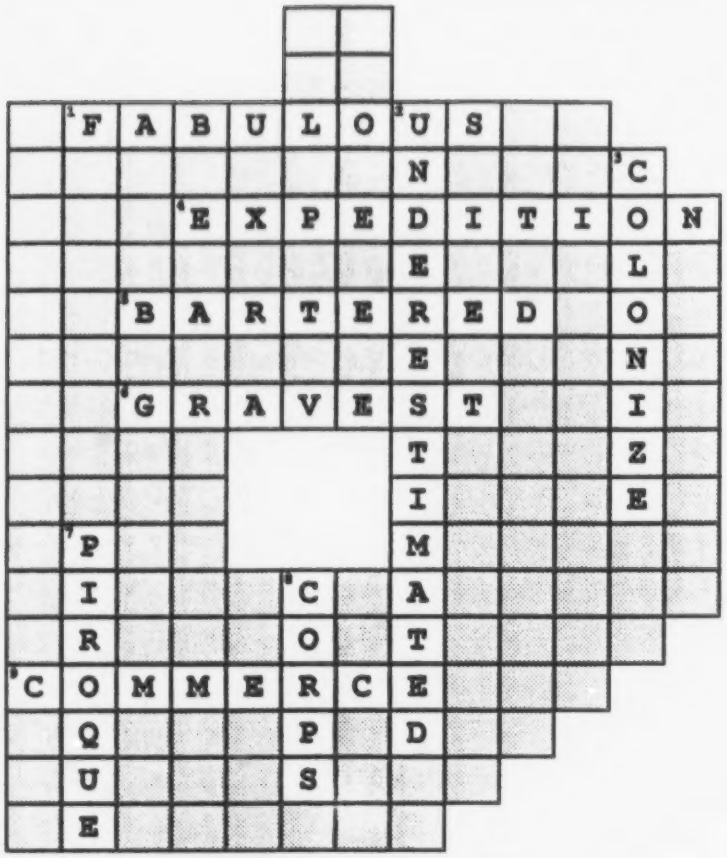

ACROSS

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9. trade or marketing

DOWN

2. gauged less than what is accurate
3. to settle, as a homeland
7. a dugout canoe
8. an association of people for a particular purpose

Class 6

Materials: Usual

Procedure:

1. Writers' workshop (15); L

   Return writing and ask students what they find interesting. (De Leeuw, 1998). Ask what they were trying to express but couldn't; ask for sentences for examples. Identify, discuss and analyze errors.

2. Presentations (60); L

   Chapters 3 & 4 presentations

3. Writing (15); W

   Select 5 polysyllabic words from the text; then show the root and affixes. Make up a morpheme chart for each word for homework. Due next class.

4. Select a picture (30); W, S

   a. Students choose a picture from the text and write a story about it, as though you were there. Try to convince an acquaintance to join the expedition using it. Express your feelings.

   b. Share with class.

Evaluations:

1. Summaries from presentation in portfolio
2. Presentation assessment - Appendix F
2. Grammar lesson - percent complete

Class 7

Materials: 1. "Music of America" (Tannen, 1988) or other tape of patriotic songs.

Proceedings:

1. Previous writing corrections (10); S, L, W, R
2. Writers' workshop (15); W
    a. Rubric: using various tenses*
    b. Teacher writes on display:

    Write an essay for young children about a fictitious exploration on the moon, another planet or any other locale of your own. Describe the characteristics of the explorers.

3. Presentations (60); S, L

    Chapters 5 and 6
4. Time line (15); S, L
    a. Complete.
    b. Discuss using various tenses: present, future, perfect, past perfect, future perfect.*
5. Sing - along (30); L, R, S
    a. Play selections from "Music of America" tapes.
    b. Teacher reviews words - writes words on overhead
    c. Replay selections - students listen and follow along
    d. Third time students follow along singing.
    e. Discuss meaning. Compare to own culture.

Evaluation:

1. Writing prompt - graded by Elder's assessment, appendix B.
2. Individual presentation evaluation, appendix F
3. Writing summary, (Appendix B)

*Perfect

Past perfect - I *had walked* to the store before I saw you.

Present perfect - I *have walked* for two hours.

Future perfect - I *will (or shall) have walked* three hours before I go home.

Progressive

Past progressive - I *was sitting* in the mall when we met.

Present progressive - I *am sitting* in the mall now.

Future progressive - I *will (or shall) be sitting* in the mall until you come.

Perfect progressive

Past perfect progressive - I *had been running* since 7 o'clock when I tripped.

Present perfect progressive - I *have been running* since 7 o'clock, and I am tired.

Future perfect progressive - I *will (or shall) have been running* since 7 o'clock, before I get to the finish line.

Class 8

Materials: class set of poem

Proceedings:

1. Writers' workshop (15); W

   Return writing and ask students what they find interesting. (De Leeuw, 1998). Ask what they were trying to express but couldn't; ask for sentences for examples. Identify, discuss and analyze errors.

2. Guest speaker (60); L, S

   - historical society or Indian (Native American), geologist, museum representative or other expert.

   a. Summarize or paraphrase for portfolio.

   b. Ask 2 questions of the speaker. Write them down and turn in.

3. Study guide (15); R, W

   Work on individually, then in pairs.*

4. Poem (30); R, W

   a. Distribute handout.

   b. Class reading of the attached poem., "We Are the Ancient People."

   c. Complete exercise.

EVALUATION:

1. Percentage of completion of poem assignment.

* Individual student conferences during this time.

POEM WORKSHEET

1. Explain the meaning of the ellipsed phrases (tell what has been left out).
2. Write the poem in good sentence form, then write an explanation of the cultural and religious implications of and compare with another view.

We are the Ancient People;
Our father is the sun;
Our mother, the Earth, where the mountains tower
And the rivers seaward run;
The stars are the children of the sky,
The red men, of the plain,
And ages over us both had rolled
Before you crossed the main;
For we are the Ancient People,
Born with the wind and rain.

-Edna Dean Proctor,
The Song of the Ancient People
(Public Domain)

Class 9

Materials: 1. Lewis and Clark Video (Tompkins, c1990),

Proceedings:

1. Presentations (60); L

   Chapter 7 & 8

2. Video (60); L, W

   a. Watch first half (45 minutes).

   b. Do listening activity (See attached).

Evaluation:

1. Listening exercise - percent correct.

2. Turn in portfolios for a quick review by teacher.

Video listening exercise

Covering 4 clips (at beginning, at end, and two in the middle)

(Mark with remote control bookmark function, if available)

Directions:

A student is to read the directions aloud once or twice as others follow along.

After the video clips have been played twice, answer the questions.

True or false:

1. The expedition brought tobacco along to trade with the Indians._____
2. Lewis and Clark originally planned the expedition together._____
3. Jefferson gave vague instructions about what to check out._____
4. There were about 16,000 buffaloes in the territory._____
5. The running antelopes seemed like birds in flight._____
6. York's humility impressed the Indians._____
7. The Dalles remains today much as it was then._____
8. The last leg of the trip was smooth sailing._____

Cloze:

1. "The men should be healthy unmarried men accustomed to the _____ and capable of bearing bodily fatigue to a pretty _____ degree."
2. "Their gestures were of such a _____nature that I felt compelled to _____my sword."
3. "Wet, exhausted and undernourished from their _____ of salmon and dog meat, they finally rounded _____ on November 15. It was then nearly ____ _____ after leaving St. Louis." (Time/Life, 1993)

Video listening exercise teacher's key

True or false

1. The expedition brought tomahawks along to trade with the Indians.__T___
2. Lewis and Clark originally planned the expedition.__F____
3. Jefferson gave vague instructions about what to check out.___F___
4. There were about 16,000 buffaloes in the territory.__F____
5. The running antelopes seemed like birds in flight.___T___
6. York's humility impressed the Indians.__F____
7. The Dalles remains today much as it was then.__F____
8. The last leg of the trip was rough.__T____

Cloze

1."The men should be healthy unmarried men accustomed to the __woods_____ and capable of bearing bodily fatigue to a pretty ___considerable_____ degree."

2."Their gestures were of such a ___personal_____nature that I felt compelled to __draw_my sword."

3."Wet, exhausted and undernourished from their _diet__ of salmon and dog meat, they finally rounded ___Chinook Point___ on November 15. It was then nearly _2__ _years__ after leaving St. Louis." (NBC, 1993)

Class 10

Materials: 1. class set of quiz; 2. Lewis and Clark video (Tompkins, c1990)

Proceedings:

1. Midterm quiz; R, W (see attached)

   Cloze activity, multiple choice, true-false question, short essay

2. Video (60); L, S

   a. Watch second half (45 minutes)

   b. Do listening activity

   c. Discuss

Evaluation:

1. Percentage correct on Midterm

Midterm

The Incredible Journey of Lewis and Clark

I True or false

Directions: Answer true or false to the following questions.

1. Presenting the Indians with gifts was one of the main friendship gestures that the expedition made to the Indian tribes. _____

2. The Indians refused to associate with York. _____

3. In the evening, for entertainment, the men sometimes sang and danced to fiddle music. _____

4. One of the friendliest tribes was the Chinook. _____

5. The men began the return trip home before another winter arrived. _____

6. Some of the trip's logs were returned by a waiting ship on the Pacific Ocean. _____

7. The Indians agreed with the Corp's method of discipline, flogging. _____

8. Part of Clark's scientific specimens were ruined by water in the cache. _____

9. The expedition's main goal was to find a waterway across the northern part of the continent. _____

10. The Great Falls portage was one of the easiest of the trip. _____

II Cloze

Directions: Fill in the blanks with the correct word. Synonyms are acceptable.

1. Before setting out, they lightened their loads by burying equipment.

2. A riverman stole the show. He _____ on his hands.

3. They distributed medals and clothing to the chiefs, and red paint, mirrors, razors, and tomahawks to the _____ of the tribe.

4. The conference perked up when the Corp's _____dressed in uniform and paraded in front of the _____.

5. When Lewis was able to observe a live jackrabbit, he _____at its long, flexible ears, and estimated that its leaps _____ from eighteen to twenty feet.

6. The dog was a strong swimmer and could _____under water two force beavers out of their_____.

7. The Indians spoke of a _____epidemic which had killed most of the _____in his village.

8. Dr. Benjamin Rush, the country's outstanding physician_____ a medicine kit and gave Lewis implements for bleeding and _____ on patients.

9. Foreign powers were competing for lands _____ of the Mississippi.

10. The next day they killed a stray horse, cooked some, and _____the rest on a tree for Lewis' men - who at this point were _____candles, drinking portable soup, and _____bear oil.

III Short essay questions

Directions: Answer the following questions in complete sentences.

1. Discuss 3 Indian customs and relate them to another culture, preferably your own.

2. Describe 4 hardships that the expedition endured. Give specific details.

3. What do you think were some results/outcomes of the expedition? Critique the venture.

4. Evaluate at least 4 relationships the expedition had with the Indians. Give specific examples to support your position.

5. Describe Sacagawea's worth to the expedition, including her significance concerning women and war parties. Give 5 specific examples of her importance or contributions.

6. Describe the methods of communication between the Indians and the expedition. In what ways might this be applied to your situation.

Midterm exam answer key

True/false

1. true
2. false
3. true
4. false
5. true
6. false
7. false
8. true
9. true
10. false

Cloze

1. load
2. danced
3. rest (others/other members)
4. soldiers, Indians
5. marveled, measured
6. dive, houses (dams)
7. smallpox, people (Indians)
8. assembled, operating
9. west
10. hung, eating, sipping (drinking)

Short essay

(Answers will vary.)

Class 11

Materials: Usual

Proceedings:

1. Writers' workshop (30); W

Recount 2 or 3 significant events of the Lewis and Clark expedition. Be specific about details. What effect do you think they have? Tell which is your favorite and why. Your audience is your peers.

Rubric: Drawing conclusions*

b. Students do peer editing and then some share their writing with class

2. Return quizzes (10); L

Discuss and reflect on errors, make corrections

3. Presentation (30); L

Chapter 9

4. Excerpts (30); L, W (see attached list)

a. Listen to tape or read attached excerpts

b. Students write down as much as they can

working in pairs (after Gibbons, 1993)

5. Make arrangements for field trip (10); L

Alternate activity: write a 2 page book journal

6. First draft due - a topic with prewriting and supporting details

Evaluation:

1. Writing - EALRs (Appendix A)

*Example: Although they weren't sure which way to go, Lewis and Clark made the right decision to take the path of the clear water after careful consideration because it was the right way to go.

Excerpts

Page number and first two words of paragraph are listed:

34, The waters

46, The motion

65, Indians came

88, However, the

89, When Cameahwait

103, When the

122, Hoping to

Class 12

Materials: 1. Class set of "Columbus"

Proceedings:

1. Writers' workshop (10); L

Return writing and ask students what they find interesting. (De Leeuw, 1998). Ask what they were trying to express but couldn't; ask for sentences for examples. Identify, discuss and analyze errors.

2. Presentations (60); L

Chapters 10 & 11

3. Poem "Columbus" (20); S, W (see attached)

a. Do choral recitation.

b. Write interpretation of poem, comparing with own values. Share with class.

5 Adapted CLL (30); S, W (see attached directions)

(after Richards & Rodgers, 1986)

6. Draw topics (05)

For Class 14 conversations (see attached)

7. Mini-report papers (10); W

a. Rough drafts due

b. Discuss revision focus (after Sommers, 1987) Look at paper as a whole - tie it all together

Evaluation

a. Class participation

b. Interpretation of poem - checkmark or checkmark plus

Adapted communicative language learning

Materials: Recorder with microphone, tape.

Procedure:

1. Gather students into a circle, preferably on the floor. Choose a lead student.

2. A lead student begins the discussion, speaking in a complete sentence or two into the tape recorder microphone.

3. Students take turns at will to add to the discussion for about 15-20 minutes.

4. Students return to their seats.

5. A chosen student will play the recording back to the class, stopping for replay occasionally, if necessary.

6. Students write down dialog individually.

7. Corrections in grammar are made by teacher, by reading the dialog aloud.

8. Class corrects their dialog and then class reads it in unison.

Discussion topics

1. Jefferson's calling the expedition a "literary" pursuit, p. 16.

2. Rumors about what the West was like, p. 31.

3. Flogging, p. 34;

4. The Indians' medicine bundles, pp. 55,56.

5. Buffalo Dance, p. 69

6. Buffalo-Calling Ceremony, p. 69

7. Hidatsas' view of peace, p. 72

8. Hunting grizzlies, foolish or practical, p. 78.

9. Sacagawea's being owned by Charbonneau, p. 80.

10. Use of sign language, pp. 88, 89.

11. Lewis and Clark handing over their guns to Cameahwait, p. 89.

12. Wanapam head flattening, p. 98, 99.

13. Eating dog meat, p. 98.

14. Clatsop Indians, p. 106.

15. Missing the boat, p. 109.

"Columbus"

Behind him lay the grey Azores,
Behind the Gates of Hercules,
Before him not the ghost of shores,
Before him only shoreless seas.
The good mates said: "Now must we pray,
For, lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"
"Why, say, 'Sail on! Sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said,
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Admiral, speak and say"...
He said: "Sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
And peered through the darkness. Ah, that night
Of all dark nights! And then a speck-
A light! a light! a light! a light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"
(Public Domain)

Class 13

Materials: Transportation

Proceedings:

1. Field trip (130); R, L, W

Museum: Write up favorite thing, most significant, and most interesting, in your estimation, for homework.

Compare 3 things to your own culture.

Evaluation:

1. Writing of trip - per Elder's assessment (see Appendix C)

Class 14

Materials: Usual

Proceedings:

1. Presentation (60); L

Chapters 12 & 13

2. Conversations (30); S, L (after Zelman, 1986)

a. Seat students in semicircle.

b. Two students sit in chairs facing each other to converse.

c. Teacher chooses listeners to paraphrase.

d. Conversing students speak for 3 minutes.

3. Quote (20); W

Critique the following quote. Do you agree or disagree? Explain why.

"Ah, but a man's reach should exceed his grasp,

Or what's a heaven for." (Browning in Bartlett, 1992)

Class 15

Materials: Usual

Proceedings:

1. Discuss stages of writing reflectivity. Have students tell how they revise their papers. How do they put a paper together? How do they say what they want to say? Teacher suggests looking at it as a whole (Sommers, 1980).
2. General class time to work on mini-report or other assignments such as the study guide.* Individual student conferences during this class. Library work allowed after students check in.

Evaluation:

Attendance and participation

* Or use one of the expansion activities.

Class 16

Materials: Usual

Proceedings:

1. Writers' workshop (20); W, S, L

Tell some instances of Lewis and Clark's experiences with the Indians and rate how successful they were. Give some suggestions for other ways that they could have handled things.

b. Rubric: use of modals* (can, could, will, would, shall should, may, might, must). Teacher reviews first.

c. Peer edit and revise.

2. Chapter 14 presentation (30); L

3. Educational comic strip (30); W

a. Draw a comic strip a of a scene that. Draw stick figures, if nothing else, with dialogue. Work in trios or pairs.

4. Write a poem (40); W

Express your feelings about some aspect of the expedition, using your first language and English (Macdonald & Rogers-Gordon, 1984). Share with class. (optional) Can be a Haiku or personal poem (with yourself as the main character).

Evaluation:

1. Writing - EALRs (Appendix A) and poem - checkmark or checkmark plus

* If Lewis and Clark had taken the wrong river route, they *would have had* to cross the Bitterroot mountains without horses. They *could* go faster on horses.

Class 17

Materials: "The Young Voyageur" (Boni, 1947)

Proceedings:

1. Writers' workshop (10); L, S, W

Return writing and ask students what they find interesting. (De Leeuw, 1998). Ask what they were trying to express but couldn't; ask for sentences for examples. Identify, discuss and analyze errors.

2. Chapters 15 (30); L, S

Pair read. Discuss and write how reading strategies have changed

3. Newspaper article; W

write per instructions below

4. Computer reports (30); S, L

a. Two computer addresses with notes due

b. Share with class. Self-assess in a couple of sentences.

5. Song (20); S, W

a. Read words, then sing "The Young Voyageur"

a. Write a summary about what the song is saying

Evaluation:

1. Computer sites notes - checkmark or checkmark plus

Newspaper article directions

1. Select a topic that interests you about the expedition.

2. Collect at least 6 facts* about that topic from the story.

3. Create a true short newspaper story about it using those facts.

* Remember to look for the five Ws + H - who, what, where, when, why, and how.

The Young Voyageur

(Boni, 1999, p. 36)

From the wilds of the North comes the young voyageur,

With his buoyant canoe well laden with fur.

Refrain

Gladsome and free, little cares he

For there's joy in the heart

of the young voyageur

There's a song on the lips of the young voyageur,

And his voice, sounding far, sets the forest astir.

Refrain

Class 18

Materials: 1. class sets of skimming and scanning exercise.

Proceedings:

1. Mini-research paper (30), S, L

   Begin 5-10 minute student mini-report presentations.

2. Chapter 16 and Aftermath (60), S, R

   a. Pair read - seek and offer feedback.

   b. Supervise class discussion - focus: alcoholism and suicide.

   c. Do worksheets.

3. Teacher illustrates basic sentence diagramming (Lester, 1992)

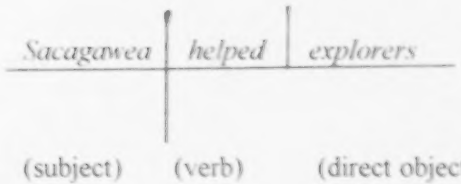
   Students first diagram only the following sentences, then add more information to the sentences so they will have twice the number of words.

   1. Sacagawea helped the explorers.

   2. Jefferson started the project.

   3. They undertook a long journey.

Example 1:



Example 2: President Jefferson started the Lewis and Clark expedition project.

Evaluation: Checkmark or checkmark +

Scanning Exercise

Chapter 16

Directions:

Scan Chapter 16, and answer the following questions in 15 minutes. The words in italics are good ones to scan for. Work separately.

1. How many times is *Big White* mentioned?

2. What did the *Teton Sioux* warriors do when the Corps passed?

3. How many *acres* did Lewis and Clark each receive?

4. What was one *rumor* about what had happened to the Corps?

5. What happened to the *Arikaras* chief that had gone to *Washington*?

6. Where did *Charbonneau* decide to settle?

Skimming Exercise

Aftermath

Directions:

Skim Aftermath, and answer the following questions in 15 minutes.

1. What happened to Meriwether Lewis three years after he returned from the expedition?

2. Was he a happy bachelor?

3. What are some problems he was experiencing at the time?

4. What did York do when he was finally freed?

5. Are historians sure about how Sacagawea spent her final years?

6. What was his tribe's reaction when Big White returned?

Class 19

Materials: 1. Class set of final crossword, 2. class set of "America the Beautiful," 3. tape of "America the Beautiful," 4. class set of word formation worksheet.

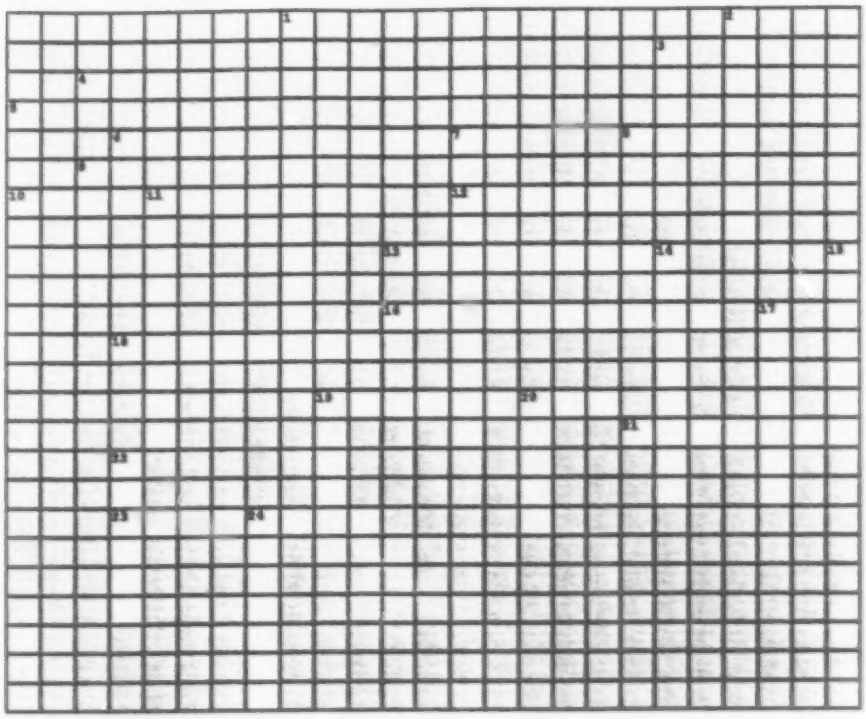
Proceedings:

1. Writers' workshop (15), W (teacher writes on board or reads aloud):
   Write what was most helpful, interesting, challenging, difficult, gratifying to you in this class. Your audience is your peers.
2. Crossword puzzle (30), R (see attached)
   Final vocabulary
3. Poem/song, "America the Beautiful" (30), R, W , L (see attached)
   a. Teacher reads aloud; then play tape once or twice
   b. Do Ubaldo exercise, working in pairs; correct in class
4. Grammar review. Solicit questions (30), S, W
   a. Class work
   b. Word Formation Worksheet (see attached) (after Stotsky, 1979)
5. Mini-research papers due

Evaluation:

1. Crossword puzzle - percent complete
2. Writing prompt per EWU's Shared Criteria, Appendix B

LEWIS AND CLARK FINAL



ACROSS

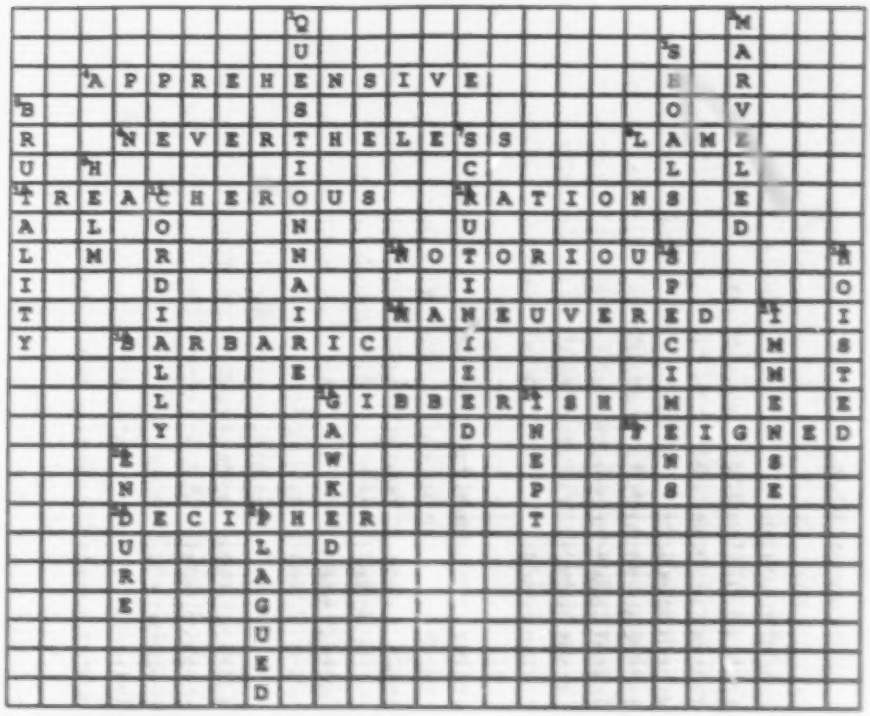
4. ANXIOUS OR WORRIED
6. HOWEVER
8. CRIPPLED OR WEAK
10. VERY DANGEROUS
12. A FIXED PORTION
13. WELL-KNOWN UNFAVORABLY
16. MOVED SKILLFULLY
18. WILD OR UNCIVILIZED
19. UNINTELLIGIBLE CHATTER
21. PRETENDED
23. FIGURE OUT

DOWN

1. FORM FOR GATHERING INFO
2. LOOKED AT WITH WONDER
3. SHALLOW AREAS IN WATER
5. A SAVAGE ACT
7. LOOKED OVER THOROUGHLY
9. THE CONTROLS OR STEERING
11. WARMLY OR SINCERELY
14. SAMPLES
15. RAISED
17. VAST OR HUGE
19. STARED STUPIDLY
20. CLUMSY
22. TO TOLERATE OR BEAR
24. TROUBLED

BEST COPY AVAILABLE

LEWIS AND CLARK FINAL



ACROSS

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6. HOWEVER
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22. TO TOLERATE OR BEAR
24. TROUBLED

BEST COPY AVAILABLE

"America the Beautiful"

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for Pilgrim feet,
Whose stern impassion'd stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
in liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness
And every gain divine!

O beautiful for patriot's dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

Katherine Lee Bates
(Public Domain)

Listening Practice

(Ubaldo, 1998)

"AMERICA THE BEAUTIFUL"

by Katherine Lee Bates

Directions: Listen for alternating lines in the song, working in pairs.

1. O beautiful for spacious skies

2. _____

3. For purple mountain majesty

4. _____

5. America! America!

6. _____

7. And crown thy good with brotherhood

8. _____

Fourth Stanza

1. O beautiful for Patriot's dream,

2. _____

3. Thine alabaster cities gleam

4. _____

5. America! America!

6. _____

7. And crown thy good with brotherhood,

8. _____

Word Formation Exercise
Using Derivational Morphemes

Directions:

Fill in the correct forms of the words if there is such a form.

Note: Some common endings are:

Noun: -ment, -tion, -ness, -er
Adverb: -ly, -ively
Adjective: -ful, -ly, -able
Participle: -ing, -ed

Word page Number	Noun	Verb	Adverb	Adjective	Participle
14				active	
19	implements				
19		assembled			
31	speculation				
55			politely		
55			nearly		
56		continued			
72					telling

98

99

76				using
76	change			
79				treed
80			creative	
84		frequently		
86		kidnaped		
86		painfully		
114				making
104			constant	
115		exchanged		
124	appearance			
103		maneuvered		
78			risky	
106			futile	
106				trading

(after Stotsky, 1979)

Word Formation Exercise Key
Using Derivational Morphemes

Directions:

Fill in the correct forms of the words if there is such a form.

Note: Some common endings are:

Noun: -ment, -tion, -ness, -er
Adverb: -ly, -ively
Adjective: -ful, -ly, -able
Participle: -ing, -ed

Word Page

Number	Noun	Verb	Adverb	Adjective	Participle
14	activation	activate	actively	*active*	activating, -ed
19	*implements*	implement	----------	----------	implementing, -ed
19	assembly	*assembled*	----------	assembled	assembling, -ed
31	*speculation*	speculate	speculatively	speculative	speculating, -ed
55	politeness	----------	*politely*	polite	----------
55	nearness	----------	*nearly*	near	nearing, -ed
56	continuation	*continued*	----------	continued	continuing, -ed
72	telling	tell	tellingly	telling	*telling*, told

72	use	use	----------	----------	*using*, -ed
76	change	*change*	----------	changed	changing, -ed
79	tree	----------	----------	treed	*treed*, -ing
80	creation	create	creatively	*creative*	creating,-ed
84	procession	*proceeded*	----------	----------	*proceeded*, -ing
86	kidnapping	*kidnapped*	----------	kidnapped	kidnapping, -ed
86	pain	pains	*painfully*	painful	paining, -ed
114	make	make	----------	----------	*making*, -ed
104	constant	----------	constantly	*constant*	----------
115	exchanged	*exchange*	----------	exchanged	exchanging, -ed
124	*appearance*	appear	----------	apparently	appearing, -ed
103	maneuver	*maneuvered*	----------	maneuvered	maneuvering, -ed
78	risk	risk	----------	*risky*	risking, -ed
106	----------	futile	futiley	*futile*	----------
106	trade	trade	----------	traded	*trading*, -ed
114	weeping	*wept*	weepingly	weeping	wept, weeping

Class 20

Materials: Usual

Proceedings:

1. Mini-research papers (30); S, L
2. Portfolios (30); S, L

   Students ask grammar questions from their papers.
3. Complete study guide* (30); R, W
4. Draw a graphic design or illustration of the book (20); W

*Student conferences at this time

Evaluation:

1. Study guide - percentage completed correctly
2. Essay per Elder's rubrics (Appendix C)
3. Research paper - EALRs (Appendix A)

Class 21

Materials: Usual

Proceedings

1. Sociodrama.* (45); S, L (see attached) (after Reeves, 1993)
2. Crossword puzzle (30); R
3. Self-assessment (15); W

    Write what you liked best, what was the easiest, the hardest.
4. Turn in Advancement Chart; keep a copy for yourself

*. Sociodrama: Listening/speaking about video clip.

1. Show a video clip twice or discuss a familiar one.
2. Have selected students act out a part of the journey that you can relate to personally, with conversation, (e.g., the decision to vote on where to spend the winter, Lewis' suicide, or some Indian customs, desertion, use of women, Sacagawea's position.)

Directions for sociodrama:

1. Students arrange their chairs in a circle.
2. Brainstorm about a problem to depict.
3. Determine actors.
4. Assign students to watch for certain body/covert messaging. (optional)
5. Actors then ad lib a scene about the problem in role-playing format.
6. Afterwards class discusses the presentation.

Evaluation:

1. Participation

Suggestions for Sociodrama Situation

Situation:

1. You are taken against your will to live with a strange tribe.

2. Your tribe has been wronged by another tribe, and you want compensation.

1. You have equal status militarily with the other person chosen to make an expedition, but you have not been selected to lead an expedition.

2. You have been chosen to lead an expedition, and your friend and respected colleague was not made co-leader as you requested.

1. You are to lead the court martial of a soldier who has gone AWOL.

2. You are a soldier who has found the expedition to be more than you could stand.

Sociocomedy is good too. Think of your own humorous situations. We like humor.

Class 22

Materials: Class set of final exams
Proceedings:

Final exam

Final Exam
(Open Book)

I. Speaking (10 points) (completed before final exam).

Converse for 5 minutes with the instructor about any aspect of the book you choose. (See speaking assessment rubric, appendix D).

II. Listening (20 points) (20 minutes)

Write two paragraphs about the video, using complete sentences.

1. Describe and analyze 3 of the Indian customs, including the Scalp Dance. What do you think was the purpose of these events? Compare and contrast them to other customs you know of.

2. Describe in your own words, in detail, using lots of adjectives, 5 geological or environmental features that the expedition had to contend with.

3. Explain the role of Sacagawea on the expedition.

III. Reading (40 points) (40 minutes). Use back of paper if necessary.

. Graded on a scale of 1 to 6 per writing rubric (see Appendix B).

1. Create a web graphic depicting the Corps of Discovery's expedition.

2. Describe the most exciting part of the journey to you. Give specific details, and create excitement in your writing.

3. Describe 6 character traits that individual members of the expedition had, and look critically at their effect to the success or failure of the trip.

4. Paraphrase each of the following quotes. Use complete sentences. Use no key

words and omit no key ideas.

a. "The Chouteaus briefed the captains about Indians...."

b. "Magnets and phosphorous matches were effective magic to the Arikaras."

c. "York was admired by the Indians encountered by the expedition."

d. Fortunately, Lewis kept rattlesnake rings as antidotes against snakebites, and could supply them."

e. Tow ropes were needed almost daily because of shifting sandbars, falling banks, strong currents, and risky rapids."

f. "The men fought cabin fever by spending hundreds of hours making clothes to replace their mildewed, rotting wardrobes."

g. "There were conflicting reports about her death."

h. In 3 or 4 complete sentences, paraphrase the following excerpt from the Blumberg's book: Do not use any key words, do not omit any key points.

Example:

" Lewis was overwhelmed by the beauty of 'this majestically grand scenery, and declared it was the grandest sight he had ever beheld."

Lewis taken back by the view of the landscape and thought it was the greatest and most beautiful sight he had ever seen.

When Clark's party joined lewis, the Corps set up camp. Many, including Sacagawea, were seriously ill. Time was needed to doctor the sick and to prepare for an overland trek around the Falls. The party would have to carry boats and gear over rough ground for more than eighteen miles. The men build crude wagons to carry canoes and supplies. Their pirogues was hauled out of the water and hidden in the bushes. Portage around the Falls was agonizing. The men struggled over jagged rocks and steep slopes.

They endured oppressive heat and sudden cloudbursts. One day, hailstones as big as eggs bruised their bodies. Mosquitoes pestered them, and rattlesnakes were frequently under foot. Fear of grizzlies caused each man to sleep with a weapon at this side.

(Blumberg 1997, p. 84)

IV Writing (30 points) Graded per writing rubric.

Write a letter to Lewis and Clark after their return from their exploration. Relate at least five things that you learned from reading about them. Tell what you admire most about their work. Explain at least one thing that you have in common with them. Tell them about an exploration you would like to make or why you would have been good to have along on the journey.

IV. Grammar:

1. Item elicitation: Use the correct form of the words underneath the blanks to complete the sentences.

Example:

If the expedition had camped nearer the ocean, it _____ _____ _____the
(might have seen)
ship *Lydia*.

a. If the expedition _____ _____ the northern fork of the
(take)
river, they _____ _____ _____ _____ to cross the Bitterroot
(able)
mountains sooner, but without horses.

b. Jefferson _____ _____ the importance of diplomacy with
(stress)
the Indians.

c. Charbonneau agreed to travel with the expedition if one of his wives _____ _____ with him.

II One of each of the following pairs of sentences (a and b) contains a grammatical error. Circle the letter of the ***correct*** sentence.

1. a. The men of the Corps were used to seeing thousands of buffalo, but they were astounded when they came upon at least a hundred rotting buffalo carcasses below a cliff.

b. The men of the Corps was used to seeing thousands of buffalo, but they were astounded when they came upon at least a hundred rotting buffalo carcasses below a cliff.

a. On August 30, 1805, the explorers started out on a trail so high and steep that horses kept falling and sliding down slopes.

b. On August 30, 1805, the explorers started out on a trail so high and steep that horses would have kept falling and sliding down slopes.

a. During their three-day stay with the Flatheads, the explorers bought additional horses and swapped sick animals for sound ones.

b. During their three-day stay with the Flatheads, the explorers would have bought additional horses and swapped sick animals for sound ones.

Then define the following terms: portage, cloudburst, pester, overwhelm and overland.

Essay question:

In 1803, Meriwether Clark and William Clark began a mission to find explore and find a navigable waterway across the United States. Retell some of their accomplishments during the expedition. What do you think are some results of their venture with regard to Indians and the United States?

Evaluation:

Writing - EARLs (Appendix A)

Adapted from Reeves' ENGL 112 Final Exam, ENGL 581, EWU, November, 1998.

Chapter VII

Assessments

The following assortment of assessment and evaluation tools is offered to provide options for teachers to choose which method of evaluation is best for the circumstance. The portfolio mentioned in the lesson plan will be the overall assessment; these methods will be used within that domain.

Appendices Index

Assessment Tools

A. Washington Essential Academic Learning Requirements criteria

B. EWU shared criteria

C. Elder's writing criteria

D. Basic speaking rubrics

E. Minimal marking

F. Presentation guide

G. Multitrait chart

Assessment based on Washington state's Essential Academic Learning Requirements

Assign a grade from 1 to 6.

Writing:

The student writes clearly and effectively:

_____ develops concept and design

_____ uses style appropriate to the audience and purpose

_____ applys writing conventions

The student writes in a variety of forms for different audiences and purposes:

_____ writes for different audiences

_____ writes for different purposes

_____ writes in a variety of forms

_____ writes for career applications

The student understands and uses the steps of the writing process:

_____ prewrites to generate ideas and gather information

_____ drafts to elaborate on a topic and supporting ideas

_____ revises to collect input and enhance text andstyle

_____ edits to use resources to correct spelling, punctuation, grammar, and usage

_____ publishes by selecting a form and produce a completed writing project to share with a chosen audience.

The student analyzes and evaluates the effectiveness of written work.

_____ assesses own strengths and needs for improvement

_____ seeks and offer feedback

Communication:

The student uses listening and observation skills to gain understanding.

_____ focuses attention

_____ listens and observes to gain and interpret information

_____ checks for understanding by asking questions and paraphrasing

The student communicates ideas and clearly and effectively

_____ communicates clearly to a range of audiences for different purposes

_____ develops content and ideas

_____ uses effective delivery

_____ uses effective language and style

_____ effectively uses action, sound, and/or images to support presentations.

The student uses communication stragegies and skills to work effectively with others

_____ uses language to interact effectively and resoindibly with others

_____ works cooperatively as a member of a group

_____ seeks agreement and solutions through discussion

The student analyzes and evaluates the effectiveness of formal and informal communication.

_____ assesses strengths and need for improvement

_____ seeks and offers feedback

_____ analyzes mass communication

_____ analyzes how communication is used in career settingsShared Criteria for

Reading

The student understands and uses different skills and strategies to read

_____uses word recognition and word meaning skills to read and comprehend text

_____ builds vocabulary through reading

_____ reads fluently, adjusting reading for purpose and material

_____ understands elements of literature --fiction and nonfiction

_____ uses features of non-fiction text and computer software

The student understands the meaning of what is read

_____ comprehends important ideas and details

_____ expands comprehension by analyzing, interpreting, and synthesizing information and ideas

_____ thinks critically and analyzes authors' use of language, style, purpose, and perspective

The student reads different materials for a variety of puposes

_____ reads to learn new information

_____ reads to perform a task

_____ reads for literary experience

_____ reads for career applications

The student gets goals and evaluates progress to improve reading

_____ assesses strengths and need for improvement

_____ seeks and offers feedback to improve reading

_____ develops interests and shares reading experiences

Shared Criteria for Assessing Formal Writing

(Adapted from the work of Paul Diederich, 1989)

EWU Department of English

Criterion 1: Focus

High The paper has a clear central point. One main point clearly controls the entire paper, and the scope in manageable given the length of the paper and the nature of the assignment. The point is meaningful because it deals with an issue that the audience would likely consider important.

Middle The paper is not completely controlled by one central point. A central point is evident, but not all of the essay is consistent with that point. The paper contains occasional digressions or irrelevancies. The paper might not stand out in terms of having a point in which readers would be engaged.

Low The paper is not clearly controlled by one central point. The main topic of the paper is too broad given the length of the paper, or the central point is simply not clear. The paper may be fragmented, with various points receiving equal attention.

Criterion 2: Development and Support

High The paper's major ideas are clearly and logically developed. The paper reflects sound reasoning, and the information is accurate. Readers should respect if not agree with the paper's logic. Major ideas are clearly explained through concrete, specific details. The support is tailored to suit the audience.

Middle The paper's major ideas are unevenly developed. Major ideas

are well developed as a whole, but occasional problems in support, explanations, or accuracy are likely to confuse readers or cause them to question the writer's logic. It is not altogether clear that the support is based around the designated audience.

Low The development of the major ideas is lacking and/or confusing. Readers would likely find significant flaws in logic, accuracy, or explanations. Major ideas are barely supported or merely repeated. Generalizations are used when more specific evidence is needed.

Criterion 3: Organization

High The presentation order is clear and logical. Paragraphs and sentences follow a reasonable, coherent sequence. Readers should rarely if ever question the connection between one idea and another. Transitions and/or headings effectively signal the relationships among the larger parts of the paper.

Middle The paper has an order in which points are discussed, but relationships are sometimes forced or unclear. The organizational scheme is recognizable, but some jumps in thought are difficult to follow. The writer has a sense of grouping ideas in paragraphs, but some transitions are awkward or unclear. The organizational scheme might be too formulaic and predictable to suit the situation.

Low The paper is haphazardly or confusingly arranged. Readers will struggle in connecting ideas, sentences, or paragraphs.

Criterion 4: Mechanics

High The paper conforms to accepted conventions of grammar, punctuation, spelling, and capitalization in a variety of sentence lengths and types. A few minor errors may appear, but on the whole the paper follows accepted conventions. Readers will rarely if ever pay more attention to the paper's mechanics than to its ideas.

Middle There are a few violations in grammar, punctuation, spelling, and capitalization. Although the paper has few errors, there are some in complicated sentences. The paper might contain some spelling errors. Readers will notice the errors but not so much that they discount the paper as a whole.

Low Errors interfere with the credibility of the writer or with the meaning of the paper. There are grammar or punctuation errors even in simple sentences, and the meanings a few sentences is not clear because or errors. Even some simple words might be misspelled. Readers will likely question (1) the writer's grasp of formal English or (2) the attention the writer gave the paper.

Elder's writing assessment

Criterion 1: Focus

The paper has a clear central point which controls the entire paper. The topic is narrow enough to be adequately addressed in the paper._____

Criterion 2: Development and Support

Major ideas are adequately and logically developed through concrete and specific details. Subordinate ideas are clearly related to the major ideas. The main ideas are treated with the greatest emphasis._____

Criterion 3: Organization

Presentation of ideas follow a logical and reasonable sequence. Relationships between paragraphs are clear; transitions used when appropriate. Headings of paragraphs should clearly reflect the content of the paragraph._____

Criterion 4: Conventions of Standard American Written English (Mechanics).

The paper conforms to accepted standards of grammar, spelling, punctuation, and capitalization, e.g., subject-verb agreement, collocations, and use of commas._____

(Adapted from Elder, 1993)

<u>Informal, miscellaneous writing, participation, and other assessments</u>

Checkmark or checkmark +. Check denotes doing the assignment; checkmark + means being extra thorough.

Basic Spoken English

Assessment

Speech is to be graded on a scale of 1 to 6, with 6 being the highest.

Micro level: Discrete Points of Speech Production

(specific elements of pronunciation)

_____ clarity and precision in articulation of consonants and vowel sounds

_____consonant combinations both within and across word boundaries; elisions; assimilations, etc.

_____neutral vowel use; reduction; contractions, etc.

_____ syllable structure; phrase groups and pause points; linking words across word boundaries, etc.

_____ overall rate of speech; variations in pacing' rhythm, stress, and unstress, etc.

_____ overall volume; sustaining energy level across an utterance intonation patterns and pitch change points; vocal qualities, etc.

Macro level: Global Patterns

(general features of communicability)

_____ overall precision and clarity in contextualized speech, both sounds and suprasegmentals

_____ general vocal effectiveness in oral discourse; communicative use of vocal features

_____ overall fluency in ongoing planning and structuring of speech as it proceeds

_____ overall speech intelligibility level

_____ general communicative command and control of grammar

_____ general communicative command of vocabulary words and phrasal units

_____ overall effective use of appropriate and expressive nonverbal features of oral communication

_____ focus on discrete point pronunciation features: vowels, consonants, and base features of stress, rhythm, and intonation

_____ focus on general elements/global patterns of 'communicability' in spoken English

(Morley, 1997)

Minimal Marking

Overview:

Minimal marking is a way of responding to mechanical errors. I will draw a box around part of your writing. Somewhere inside the box, there is a mechanical error. Your job is to find the error and correct it.

Purpose:

To learn from the mistake, the writer should be involved in fixing the error.

Types of errors:

With minimal marking, only mistakes involving 1. grammar, 2. mechanics, 3. punctuation, 4. spelling, 5. documentation, and 6. word usage are noted. Minimal markings does not include problems involving logic, organization, proof, clarity, tone, detail or originality.

Remedy:

1. Find the mistake. Place the correction either above the box or as close to the error as possible. If not, draw an arrow to show me where it goes. If it is necessary to understand how the mistake relates to the entire sentence structure (such as how it determines how to use a comma, word, phrase, etc.), you must rewrite the entire sentence.

Presentation Evaluation Guide

Pronunciation

	Excellent	Good	Satisfactory
1. Stress			
2. Intonation			
3. Clarity			

Content

	Excellent	Good	Satisfactory
1. Summary of information			
2. Following focus			
3. Innovation/ creativity			
4. Handling of sensitive subjects			
5. Engagement with subject			

Excellent Good Satisfactory

General

1. Professionalism _____

2. Poise _____

3. Coherency _____

4. Audibility _____

5. Sentence complexity _____

6. Eye Contact _____

Comments:

Multitrait Scoring
Scale of 1-6

Main Idea/Opinion

_____The main idea is stated very clearly, and there is a clear statement of opinion.

_____ The main idea is fairly clear, and opinion is clear.

_____ The main idea and an opinion is indicated but not so clearly.

_____ The main idea and/or opinion is hard to identify or is lacking.

Rhetorical Features

_____ A well-balanced and unified essay with excellent transitions.

_____ Moderately well-balanced and unified, with relatively good use of transitions.

_____ Not so-well balanced or unified; somewhat inadequate use of transitions.

_____ Lack of balance and unity, poor use of transitions.

Language Control

_____ Excellent language control, grammatical structures and vocabulary are well chosen.

_____ Good language control and reads relatively well; structures and vocabulary generally well chosen.

_____ Acceptable language control but lacks fluidity; structures and vocabulary express ideas but are limited.

_____ Rather weak language control, readers aware of limited choice of language structures and vocabulary.

(after Cohen, 1994)

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Chapter VIII

Miscellaneous

Alternate plans

Questions for younger ages

Advanced questions

Key words for Bloom's taxonomy

Suggestions for teachers

Alternate Lesson Plans

The following lesson plan ideas are offered as a means of modifying the curriculum to suit the needs of the teacher and student population. Some are more difficult, some are easier, and some can be used as filler.

1. Internet Project: 1. Peruse general subject on search engines (AltaVista or AskJeeves).
   2. Follow what interests you.
   3. Decide on a question or problem about the subject.
   4. Gather information (keep a hard copy of addresses).
   5. Organize material into categories.
   6. Sort and analyze information - what it can tell.
   7. Draw a general conclusion about the problem or question (after Mapp, 1983).

2. Using the map, take turns describing events. Video tape or record the comments, then play the tape back. Student note the diction errors, teacher then models correct pronunciation. Students practice correcting them.

3. Create a Lewis and Clark expedition board game, complete with dangers and obstacles.

4. Debate controversial topics such as Sacagawea's being kidnaped, the protest of Indians about the liquor and flogging, or the captains' decision to ration tobacco to save it for trading purposes (Ur, 1981).

5. Critically evaluate how Lewis and Clark handed the competing chiefs. What *faux pas* was made? How do you think the situation should have been handled?

6. Plan a journey to see some of the historical sites of the expedition.

7. Investigate the process of creating the new Sacagawea U. S. coin.

8. Establish email contact with another classroom in a city along the trail, find a pen pal and correspond every week.

9. Create a Writers' Workshop replete with books, thesauruses, dictionaries, encyclopedias (on CD or paper) and other reference books and supplies. Make the atmosphere casual.

10. In pairs, write a casual, everyday conversation between various members of the expedition greeting each other, waking each other up, making plans for the day, discussing meals, maladies, weather, etc. Critique each other.

11. In groups or individually, compose a tune on a musical staff for your poem.

12. Write a dialog for a screenplay about an aspect of the expedition. Fun is good.

13. Have students compose letters to Jefferson or to their family.

14. Create class decorations, papier mache figures, puppets, a mural, or paint a picture or make sketches (including pencil drawings) about the expedition.

15. For younger students, create a Story Grammar Sheet (see Farnan, Flood, & Lapp, 1994).

16. Dictate passages from the text per Dictation Assessment, Lesson 1, for writing practice (Popchock, personal communication, July, 1999)

17. Error analysis: Select errors from students papers and modify to create anonymity.

Write on piece of paper, make a class set, and distribute. Assign students to correct them as homework. Next day, have students go over their corrections on the overhead (make transparencies of a few papers or hand rewrite on transparencies).

18. Read-arounds. Each student writes a prompt on a non-personal subject. When everyone is through, papers are passed around. Each person writes a brief response, then passes the paper on to the next person. Afterwards, the person who has written the longest word gets recognized.

19. Start a think pad of things you'd like to remember about the book. Compare with another student and make a conversation together about some subjects.

20. Play word games using double and triple meanings or changing form of words.

Questions for Younger Ages

1. Was the story fact or fiction?
2. Who were the main people in the book?
3. What was the setting? Did it change?
4. Did anything happen that was not very believable?
5. Name as many people as you can that were in the book.
6. Tell as much as you can about the main person.
7. Did the main person have a friend?
8. List 5 things that happened in the book.
9. What was your favorite part?
10. What was your least favorite part?
11. Did you like the way the story ended?
12. How would you like for it to have ended?
13. Was there a person you did not like?
14. Did anything funny happen?

15. Was there a sad part? A funny part?

Directions

1. Type questions on a sheet with big spaces in between.

2. Laminate sheets.

3. Cut into strips, leaving an edge around to prevent fraying.

4. Then punch a hole in the beginning of each strip.

5. String on a metal ring for handy access.

(Conrad, 1999).

Advanced Conference Question Types

(after Mikulecky, 1990)

Expressive (How did you like the book? What didn't you like? Did it upset you or set you to action?)

Informational (What was the book about, what did you learn from it?)

Experience (Have you ever had a similar experience?)

Affective (How did that make you feel? What emotions were aroused by the book?)

Relational (Do you know of anything like this in your country or another country?)

Critical (Do you think this is really true? Do you think the judgments and choices made were beneficial or injurious? Did you consider any part irrelevant or unnecessary?)

Predictive (What do you think might happen next?)

Stylistic critical (Did you like the way the author wrote? Were the scenes in the book well done. How would you improve it?)

Development (How did the characters change? What was the outcome of some of the events in the book? What was the high point of the story? Was there an adequate conclusion?)

Key words for Bloom's Taxonomy

Knowledge: know, define, memorize, repeat, record, list, recall, name, relate, collect, label, specify, cite, enumerate, tell, recount.

Comprehension: restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate.

Application: exhibit, solve, interview, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment.

Analysis: interpret, analyze, differentiate, compare, contrast, scrutinize, categorize, probe, investigate, discover, inquire, detect, classify, arrange, group, organize, examine, survey, dissect, inventory, question, test, distinguish, diagram.

Synthesis: compose, plan, propose, produce, invent, develop, design, formulate, arrange, assemble, construct, create, set up, prepare, imagine, hypothesize, incorporate, generalize, originate, predict, contrive, concoct, systematize

Evaluation: judge, decide, appraise, evaluate, rate, compare, value, revise, conclude, select, criticize, assess, measure, estimate, infer, deduce, score, predict, choose, recommend, determine.

Suggestions for teachers

These general suggestion are intended to help the novice teacher maintain a positive, productive classroom.

1. Have ready an assess for new students at the beginning of their studies, preferably with a consistent, given format like a dictation. Adjust assignments and conferencing as needed - develop/unfold/reduce curriculum to meet individual needs.
2. Keep the students interested; use enrichment activities when possible.
3. Ask students to respond to curriculum and their learning. What they liked best; what was most useful. Reflectivity is the key.
4. Develop positive rapport between students and the teacher.
5. Create a safe learning environment charged with enthusiasm and energy.
6. Have students write their own goals and objectives - what they want or expect to learn as part of their own investment in their learning. Make suggestions as needed; they don't exactly know where to go.
7. Reflect at least once a week on how you are doing - ways you could improve.

(partially adapted from Reeves, 1999 and Shadle Park High School, 1999)

Conclusion

The world is a complex place, and people are complex. Literature can address this complexity of people and provide a vehicle for cultivating the potential that all students, from the cerebral palsy victim to the disheveled refugee, possess. This literature-based curriculum is set up toward that end. It is replete with food for thought, ways of expression, and avenues to explore. And it provides a noble introduction to America.

On the other hand, lessons that are far removed from everyday life can be too foreboding to students. At the other extreme, lessons that are too personal can be upsetting. It's always a call how close and how far away to get. Self-awareness of how one came to own a certain world view is important also and learner-centered curriulums can help students understand and develop their own world views.

Student reflectivity plays an important role in student learning. As one of my student's once said, "I was learning at a thousand miles an hour." Indeed one can study smart, and self awareness plays an important part in gaining speed and being effective in learning and studying. Time is provided for students to learn how they learn - and how others learn also.

This curriculum was created with modifications in mind. Indeed, I changed it around a number of times while constructing it. It is only offered as a guideline with ideas for teachers to use and adapt to their own needs. The estimated time, along with the macros skill addressed, for each activity is included so that section can easily be deleted or moved to another day. Since student populations vary from class to class, year to year, and school to school, adaptations and modifications are to be expected.

The biggest modification would be to add more books. Instead of the curriculum covering only the Lewis and Clark book, other books could be added with relatively minor changes in the lesson plans. The ideas for teaching are already there. Class

presentations could be lengthened to an hour or shortened to 15 minutes. Each group can easily be assigned double the number of chapters with extensive, as opposed to intensive, reading in mind, and two or three other literature works can be added. I personally think it *is* preferable to expose students to a wide range of literature.

Simpler books can be substituted for younger ages and those who are just beginning their study of the English language. Keep details down to a minimum for the younger ages, and avoid heavy, abstract and complex ideas. Ask factual questions. A list of such questions is included in the Alternate Plans section. Concentrate more on the how-to lessons (such as finding the main topic, skimming and scanning, how to make big words, since even elementary age children like big words, especially compounds.) Keep it simple, clear, and straightforward.

Other modifications could be: eliminate the field trip, and in its stead plug in one of the expansion or alternate activities. The sociodramas can be expanded into skits. Only part of the study questions or tests could be assigned.

This curriculum is limited because even though it is created for a wide range of students, no one curriculum can serve all needs. Goals and objectives of school systems are somewhat standardized; however, the means to the end are not. To some extent the curriculum must be customized to student populations which are unknown to this writer.

My advice to other curriculum writers is to peruse several institutions' and states' goals and objectives in the beginning, talk to as many people in the field as you can, try to make the lessons partly varied and partly routine and as engaging and enjoyable as possible. Certainly choose a book or books with multiple research options and interests for your students to pursue. Elementary school age children perform science experiments like making a "volcano" and creating erosion (which caused the rough banks of the river for the Lewis and Clark expedition.) And remember, you are introducing them to America in a powerful way. Put your best foot forward.

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